

Vermilion Local School District

Course of Study

K-12 Social Studies



Adopted July, 2023

VLSD Board of Education

Courses of study are created and adopted in accordance with VLSD policies listed below:

PO 2141-Assessment of Educational Resources

PO 2210-Curriculum Development

PO 2220-Adoption of Courses of Study

PO 2510-Adoption of Textbooks

PO 2520-Selection of Instructional Materials and Equipment

PO 2623-Student Assessment and Academic Intervention Services

This course of study is current as of the date above and is subject to change due to varying policy, law or curriculum material availability. Instructional unit sequence and length within classes is approximate and subject to change.

Social Studies - 1st grade

Vermilion Local School District

UNITS (9/9 SELECTED)		SUGGESTED DURATION
<div></div> Unit 1: September		5 lessons
<div></div> Unit 2: October		1 lessons
<div></div> Unit 3: November		1 lessons
<div></div> Unit 4: December		1 lessons
<div></div> Unit 5: January		1 lessons
<div></div> Unit 6: February		1 lessons
<div></div> Unit 7: March		1 lessons
<div></div> Unit 8: April		1 lessons
<div></div> Unit 9: May		1 lessons

Unit 1: September

Social Studies - 1st grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Classroom/school rules,
Citizenship,
Weather, Seasons,

STANDARDS

Ohio - Grade 1 - Social Studies
1.8.
Individuals have responsibility to take action toward the achievement of common goals in homes, schools and communities and are accountable for those actions.
1.1.
Time can be divided into categories (e.g., months of the year, past, present and future).
1.10.
Rules exist in different settings. The principles of fairness should guide rules and the consequences for breaking rules.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Projects, Read Alouds, Scholastic News, Decodable Booklets, Weather portion of Math Meeting

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will understand concepts and will be able to orally state rules, seasons, etc...

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Observation, Informal Assessments

STANDARDS

Ohio - Grade 1 - Social Studies
1.1.
Time can be divided into categories (e.g., months of the year, past, present and future).
1.2.
Photographs, letters, artifacts and books can be used to learn about the past.
1.3.
The ways basic human needs are met have changed over time.

Unit 1: September

Social Studies - 1st grade - Last Updated on June 30, 2023

1.4.
Maps can be used to locate and identify places.
1.5.
Places are distinctive because of their physical characteristics (land forms and bodies of water) and human characteristics (structures built by people).
1.6.
Families interact with the physical environment differently in different times and places.
1.7.
Diverse cultural practices address basic human needs in various ways and may change over time
1.8.
Individuals have responsibility to take action toward the achievement of common goals in homes, schools and communities and are accountable for those actions.
1.9.
Collaboration requires group members to respect the rights and opinions of others.
1.10.
Rules exist in different settings. The principles of fairness should guide rules and the consequences for breaking rules.
1.11.
Wants are unlimited and resources are limited. Individuals make choices because they cannot have everything they want.
1.12.
People produce and consume goods and services in the community.
1.13.
People trade to obtain goods and services they want.
1.14.
Currency is used as a means of economic exchange.

Unit 1: September

Social Studies - 1st grade - Last Updated on June 30, 2023

Ohio - Grade 1 - Science
ESS.1.
The sun is the principal source of energy.
ESS.2.
The physical properties of water change.
PS.1.
Properties of objects and materials can change.
PS.2.
Objects can be moved in a variety of ways, such as straight, zigzag, circular and back and forth.
LS.1.
Living things have basic needs, which are met by obtaining materials from the physical environment.
LS.2.
Living things survive only in environments that meet their needs.

Unit 2: October

Social Studies - 1st grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Fall, Halloween, Pumpkin Life Cycle, Tree/plant Life Cycle, Animal life

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Projects, Read Alouds, Scholastic News, Decodable Booklets, Weather portion of Math Meeting

STANDARDS

Ohio - Grade 1 - Science
LS.2.
Living things survive only in environments that meet their needs.
LS.1.
Living things have basic needs, which are met by obtaining materials from the physical environment.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will understand concepts and will be able to state facts about all topics

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Observation, Informal Assessments

STANDARDS

Ohio - Grade 1 - Social Studies
1.8.
Individuals have responsibility to take action toward the achievement of common goals in homes, schools and communities and are accountable for those actions.

Unit 3: November

Social Studies - 1st grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Thanksgiving/Pilgrim Life, Election Day, Veterans Day, Autumn,

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Projects, Read Alouds, Scholastic News, Decodable Booklets, Weather portion of Math Meeting, games, graphic organizers

STANDARDS

Ohio - Grade 1 - Science
PS.1.
Properties of objects and materials can change.
LS.1.
Living things have basic needs, which are met by obtaining materials from the physical environment.
LS.2.
Living things survive only in environments that meet their needs.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will understand concepts and will be able to orally state facts about all topics

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Observation, Informal Assessments

STANDARDS

Unit 4: December

Social Studies - 1st grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Christmas/Hanukkah/Kwanzaa/New Year's, Weather, Reindeer study, Needs/wants,

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Projects, Read Alouds, Scholastic News, Decodable Booklets, Weather portion of Math Meeting, games, graphic organizers

STANDARDS

Ohio - Grade 1 - Science
LS.1.
Living things have basic needs, which are met by obtaining materials from the physical environment.
LS.2.
Living things survive only in environments that meet their needs.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will understand concepts and will be able to orally state facts about all topics

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Observation, Informal Assessments

STANDARDS

Unit 5: January

Social Studies - 1st grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Martin Luther King, Jr., Weather, Winter, Hibernation, Arctic Animals, Snowmen

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Projects, Read Alouds, Scholastic News, Decodable Booklets, Weather portion of Math Meeting

STANDARDS

Ohio - Grade 1 - Science
LS.1.
Living things have basic needs, which are met by obtaining materials from the physical environment.
LS.2.
Living things survive only in environments that meet their needs.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will understand concepts and will be able to orally state facts about all topics

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Observation, Informal Assessments

STANDARDS

Unit 6: February

Social Studies - 1st grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Groundhog Day/animal study, Valentine's Day, President's Day, Weather, Black history month, Maps

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Projects, Read Alouds, Scholastic News, Decodable Booklets, Weather portion of Math Meeting

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will understand concepts and will be able to orally state facts about all topics

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Observation, Informal Assessments

STANDARDS

Unit 7: March

Social Studies - 1st grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Time change - science, St. Patrick's Day, Spring, Weather, Plant life cycle,

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Projects, Read Alouds, Scholastic News, Decodable Booklets, Weather portion of Math Meeting

STANDARDS

Ohio - Grade 1 - Science
LS.2.
Living things survive only in environments that meet their needs.
LS.1.
Living things have basic needs, which are met by obtaining materials from the physical environment.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will understand concepts and will be able to orally state facts about all topics

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Observation, Informal Assessments

STANDARDS

Unit 8: April

Social Studies - 1st grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Easter, Rabbit study, Earth day - responsibility, recycle, Spring, animals that hatch/eggs, Weather,

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Projects, Read Alouds, Scholastic News, Decodable Booklets, Weather portion of Math Meeting

STANDARDS

Ohio - Grade 1 - Science
LS.2.
Living things survive only in environments that meet their needs.
LS.1.
Living things have basic needs, which are met by obtaining materials from the physical environment.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will understand concepts and will be able to orally state facts about all topics

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Observation, Informal Assessments

STANDARDS

Unit 9: May

Social Studies - 1st grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Mother's Day, American & Ohio symbols, Fish/Ocean animal study, Matter, Butterfly life cycle

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Projects, Read Alouds, Scholastic News, Decodable Booklets, Weather portion of Math Meeting

STANDARDS

Ohio - Grade 1 - Science
LS.2.
Living things survive only in environments that meet their needs.
LS.1.
Living things have basic needs, which are met by obtaining materials from the physical environment.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will understand concepts and will be able to orally state facts about all topics

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Observation, Informal Assessments

STANDARDS

Social Studies - 2nd grade

Vermilion Local School District

UNITS (9/9 SELECTED)	SUGGESTED DURATION
<div></div> Unit 1: Bailey-Science/Social Studies September	5 lessons
<div></div> Unit 2: Bailey-Science/Social Studies October	1 lessons
<div></div> Unit 3: Bailey-Science/Social Studies November	1 lessons
<div></div> Unit 4: Bailey-Science/Social Studies December	1 lessons
<div></div> Unit 5: Bailey-Science/Social Studies January	1 lessons
<div></div> Unit 6: Bailey-Science/Social Studies February	1 lessons
<div></div> Unit 7: Bailey-Science/Social Studies March	1 lessons
<div></div> Unit 8: Bailey-Science/Social Studies April	1 lessons
<div></div> Unit 9: Bailey-Science/Social Studies May	1 lessons

Unit 1: Bailey-Science/Social Studies September

Social Studies - 2nd grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Citizenship

Good character

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Story books and classroom discussions.

Educational videos to describe good character.

Role play good and bad character with the students.

Students complete the good character flipbook.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Respect for the rights of self and others includes making responsible choices and being accountable for personal actions.

There are different rules and laws that govern behavior in different settings.

Groups are accountable for choices they make and actions they take.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Observation

Exit ticket

Good character flipbook

STANDARDS

Unit 2: Bailey-Science/Social Studies October

Social Studies - 2nd grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Map Skills

Timelines

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

BrainpopJr instructional video.

Classroom discussions

Making treasure map

Instructional video about timelines. Make a timeline as a whole group.

Timeline of cedar point

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Maps and their symbols, including cardinal directions, can be interpreted to answer questions about location of places.

Time can be shown graphically on calendars and timelines.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Map Skills Booklet

Classroom Observation

Brainpop quiz

Timeline assessment

STANDARDS

Unit 3: Bailey-Science/Social Studies November

Social Studies - 2nd grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Earth Changes-Slow and Fast

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- Mystery science
- Instructional videos about earth changes as a visual to students.
- Whole group read Large Science Book together
- Have students complete the fill in the blank worksheet over important topics in the book.
- Cut and paste of earth changes.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Long- and short-term weather changes occur due to changes in energy.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Worksheets
Classroom Observation

STANDARDS

Unit 4: Bailey-Science/Social Studies December

Social Studies - 2nd grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Plants and Habitats

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Instructional videos and classroom discussion.

Students work in small groups and research a habitat and make a poster to share with the class.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to tell the difference in habitats.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Worksheets-Cut/paste

Poster

STANDARDS

Unit 5: Bailey-Science/Social Studies January

Social Studies - 2nd grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Finish habitats

Begin President/Government discussion

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Finish habitat projects.

-Brainpopjr

-Instructional videos

-Classroom discussions about government, the presidents and what coins and dollars they are on. The job of the president and congress. --Worksheets and cut/paste activities to help learn the concepts.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to tell the difference in habitats.

There are different rules and laws that govern behavior in different settings.

Biographies can show how people's actions shape the world in which we live.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Worksheets

Brainpop quizzes

STANDARDS

Unit 6: Bailey-Science/Social Studies February

Social Studies - 2nd grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Finish Presidents

Start Economics

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Brainpopjr

Instructional videos

Classroom discussions about government, the presidents and what coins and dollars they are on. The job of the president and congress. Worksheets and cut/paste activities to help learn the concepts.

Discussion how about goods and services. Complete worksheet.

Talk about Market Day and how students will earn money and make creations to sell to the other students.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Most people around the world work in jobs in which they produce specific goods and services

People use money to buy and sell goods and services.

People earn income by working.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Market Day

STANDARDS

Unit 7: Bailey-Science/Social Studies March

Social Studies - 2nd grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Market Day

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Working towards Market day. Making creations. Deciding on pricing for the objects.

The money earned from good behavior will be used to purchase other students' creations on Market Day.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Most people around the world work in jobs in which they produce specific goods and services

People use money to buy and sell goods and services.

People earn income by working.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Market Day Rubric

STANDARDS

Unit 8: Bailey-Science/Social Studies April

Social Studies - 2nd grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Weather

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Google slides-weather

Google Slides-weather tools

Partner work

Made an anemometer to take outside to test out

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

The atmosphere is primarily made up of air. Water is present in the atmosphere.

Long- and short-term weather changes occur due to changes in energy.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Google slides

Worksheets

Classroom observation

STANDARDS

Unit 9: Bailey-Science/Social Studies May

Social Studies - 2nd grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Weather

Solar System

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Weather craft
Project
Worksheet
Discussions

Teaching about each planet and the sun. Instructional videos about each

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

The atmosphere is primarily made up of air. Water is present in the atmosphere.
Long- and short-term weather changes occur due to changes in energy.

The atmosphere is primarily made up of air. Water is present in the atmosphere.
Long- and short-term weather changes occur due to changes in energy.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Solar System booklet
Worksheets
Classroom observation

STANDARDS

Social Studies - 3rd grade

Vermilion Local School District

UNITS (9/9 SELECTED)		SUGGESTED DURATION
	Unit 1: September	1 lessons
	Unit 2: October	5 lessons
	Unit 3: November	1 lessons
	Unit 4: December	1 lessons
	Unit 5: January	1 lessons
	Unit 6: February	1 lessons
	Unit 7: March	1 lessons
	Unit 8: April	1 lessons
	Unit 9: May	1 lessons

Unit 1: September

Social Studies - 3rd grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Civic Participation

Earth Science

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Videos, Books, Group Collaboration, Worksheets from Education.com/Teachers Pay Teacher
Nearpod on Natural Resources, Brain Pop video

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Members of local communities have rights and responsibilities.

Individuals make the community a better place by taking action to solve problems in a way that promotes the common good

Some of Earth's resources become limited due to overuse and/or contamination.

Reducing resource use, decreasing waste and/or pollution, recycling and reusing can help conserve these resources

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Completed What is a Citizen sheet

Completed activities in Nearpod

STANDARDS

Unit 2: October

Social Studies - 3rd grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Earth Science

Geography

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Rock and soil hands-on materials, online videos, worksheets from Education.com

Brainpop video, map skills worksheets from TPT, Mystery Skype with other classes (cont. throughout the year)

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Soil is composed of pieces of rock, organic material, water and air and has characteristics that can be measured and observed. Use the term “soil”, not “dirt”.

Dirt and soils are not synonymous.

Rocks have specific characteristics that allow them to be sorted and compared. Rocks form in different ways. Air and water are also nonliving resources.

Rocks have specific characteristics that allow them to be sorted and compared. Rocks form in different ways. Air and water are also nonliving resources

Physical and political maps have distinctive characteristics and purposes. Places can be located on a map by using the title, key, alphanumeric grid and cardinal directions

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

“Match the Rocks”

“Types of Soil”

“Our Neighborhood” mapping sheet, “Campground” grid mapping, and “Make a Playground” activity

STANDARDS

Unit 3: November

Social Studies - 3rd grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Government, Rules and Law

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Brainpop videos, TPT levels of government flip book, write letters to Mayor Forthofer

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Governments have authority to make and enforce laws.

The structure of local governments may differ from one community to another.

Laws are rules which apply to all people in a community and describe ways people are expected to behave. Laws promote order and security, provide public services and protect the rights of individuals in the local community

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Government quiz

STANDARDS

Unit 4: December

Social Studies - 3rd grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Earth Science

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Energy Sources video on Brainpop Jr, Renewable/Non Renewable Energy Flip Book, Energy Mystery Science

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Renewable energy resources, such as wind, water or solar energy, can be replenished within a short amount of time by natural processes. Nonrenewable energy is a finite resource, such as natural gas, coal or oil, which cannot be replenished in a short amount of time.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Energy Plan from Energy Mystery Science

STANDARDS

Unit 5: January

Social Studies - 3rd grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Physical Science

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Brainpop Jr. videos, Teachers Pay Teachers resources, states of matter slides project, hands on activities with snow, water, and water vapor, Water Cycle and Phases of Matter Mystery Science

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

All objects and substances in the natural world are composed of matter.

Matter exists in different states, each of which has different properties.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

States of Matter Quiz (Google Forms)

STANDARDS

Unit 6: February

Social Studies - 3rd grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Physical Science

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Brainpop Jr. videos, Teachers Pay Teachers resources, states of matter slides project, hands on activities with snow, water, and water vapor, Water Cycle and Phases of Matter Mystery Science

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

All objects and substances in the natural world are composed of matter.

Matter exists in different states, each of which has different properties.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

States of Matter Quiz (Google Forms)

STANDARDS

Unit 7: March

Social Studies - 3rd grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

History

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Local communities change overtime.

Events in local history can be shown on timelines organized by years, decades and centuries.

Primary and secondary sources can be used to show change over time

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

STANDARDS

Unit 8: April

Social Studies - 3rd grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Economics

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Teachers Pay Teachers Economics Unit with accompanying texts

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Both positive and negative incentives affect individuals' choices and behaviors.

Individuals must make decisions because of the scarcity of resources. Making a decision involves a trade-off.

A consumer is a person whose wants are satisfied by using goods and services. A producer makes goods and/or provides services.

A market is where buyers and sellers exchange goods and services.

Making decisions involves weighing costs and benefits.

A budget is a plan to help people make personal economic decisions for the present and future and to become more financially responsible.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Economics Check-Ups

STANDARDS

Unit 9: May

Social Studies - 3rd grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Life Science

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

animal report notes, brainpop videos on classifying animals, food chain, habitats, zoo websites, research websites including Duckster, Kid Rex

Plant life cycle and plant adaptations videos

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Offspring resemble their parents and each other

Individuals of the same kind of organism differ in their inherited traits. These differences give some individuals an advantage in surviving and/or reproducing.

Plants and animals have life cycles that are part of their adaptations for survival in their natural environments

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Completed Animal Report, Google Slides

STANDARDS

Social Studies - 4th grade

Vermilion Local School District

UNITS (5/5 SELECTED)	SUGGESTED DURATION
<div></div> Unit 1: Ohio's Geography and Early History	20 lessons
<div></div> Unit 2: A New Nation	20 lessons
<div></div> Unit 3: A Growing State	20 lessons
<div></div> Unit 4: Ohio and the Civil War	20 lessons
<div></div> Unit 5: Ohio Today	20 lessons

Unit 1: Ohio's Geography and Early History

Social Studies - 4th grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Ohio's Land and Resources

Ohio's First People

American Indians and Europeans

Conflicts Over Ohio Territory

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Ohio workbook

Google earth (serpent mounds)

maps

indian artifacts

research over Ohio indian tribes

ATTACHMENTS

 PartsofaMapGeographyMapSkillsFreebieSample-1.pdf

 maps_and_grids.pdf

 NaturalResourceCardSort-1.pdf

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will read and understand Ohio's land and natural resources

Students will be able to find Ohio on a map

Students will be able to name the 4 early Indian tribes in Ohio

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

kahoot scores

workbook questions and answers

quizzes over chapters

exit tickets

STANDARDS

Ohio - Grade 4 - Social Studies

4.3.

Various groups of people have lived in Ohio over time including American Indians, migrating settlers and immigrants. Interactions among these groups have resulted in cooperation, conflict and compromise.

Unit 1: Ohio's Geography and Early History

Social Studies - 4th grade - Last Updated on June 30, 2023

4.9.

A map scale and cardinal and intermediate directions can be used to describe the relative location of physical and human characteristics of Ohio and the United States.

4.10.

The economic development of the United States continues to influence and be influenced by agriculture, industry and natural resources in Ohio.

4.12.

People have modified the environment throughout history resulting in both positive and negative consequences in Ohio and the United States.

Unit 2: A New Nation

Social Studies - 4th grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

The Revolutionary War
The Northwest Territory
Ohio's Path to Statehood
The War of 1812

ATTACHMENTS

 French_and_Indian_War_and_American_Revolution.pages

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

ohio history workbook lesson 1-4
Watch Liberty's kids (a historical cartoon about the Revolutionary war)
play the King's Taxes game
War of 1812 play
kahoot

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

students will be able to understand the causes of the revolutionary war
students will be able to know how and when Ohio became a state
students will be able to know how the war of 1812 was influenced by Ohio

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

quizzes over chapter
workbook pages
actively being a part of the play

STANDARDS

Ohio - Grade 4 - Social Studies

4.2.

Primary and secondary sources can be used to create historical narratives.

4.4.

The 13 colonies came together around a common cause of liberty and justice, uniting to fight for independence during the American Revolution and to form a new nation.

Unit 2: A New Nation

Social Studies - 4th grade - Last Updated on June 30, 2023

4.5.
The Northwest Ordinance incorporated democratic ideals into the territories. It provided a process for territories to become states and recognized them as equal to the other existing states.
4.6.
Ongoing conflicts on the Ohio frontier with American Indians and Great Britain contributed to the United States' involvement in the War of 1812.
4.13.
The population of the United States has changed over time, becoming more diverse (e.g., racial, ethnic, linguistic, religious). Ohio's population has become increasingly reflective of the multicultural diversity of the United States.
4.19.
A constitution is a written plan for government. The Ohio Constitution and the U.S. Constitution separate the major responsibilities of government among three branches.
4.20.
Tables and charts organize data in a variety of formats to help individuals understand information and issues.
4.21.
Entrepreneurs in Ohio and the United States organize productive resources and take risks to make a profit and compete with other producers.

Unit 3: A Growing State

Social Studies - 4th grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Early Travel in Ohio

First Industries in Ohio

The People of Ohio 1800-1850

ATTACHMENTS

 writing_choices.pages

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

The Boy who saved Cleveland novel

Ohio workbook

Brainpop video

timelines

writing about the national road -choices

ATTACHMENTS

 TIMELINE_ACTIVITY.pdf

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to find and place information on a timeline.

Students will know the different ways that people traveled in Ohio.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

workbook questions

timelines activity

kahoot

quizzes over chapters

STANDARDS

Ohio - Grade 4 - Social Studies

4.1.

The order of significant events in Ohio and the United States can be shown on a timeline.

4.3.

Various groups of people have lived in Ohio over time including American Indians, migrating settlers and

Unit 3: A Growing State

Social Studies - 4th grade - Last Updated on June 30, 2023

immigrants. Interactions among these groups have resulted in cooperation, conflict and compromise.

4.8.

Many technological innovations that originated in Ohio benefitted the United States.

4.10.

The economic development of the United States continues to influence and be influenced by agriculture, industry and natural resources in Ohio.

4.11.

The regions of the United States known as the North, South and West developed in the early 1800s largely based on their physical environments and economies.

4.12.

People have modified the environment throughout history resulting in both positive and negative consequences in Ohio and the United States.

4.13.

The population of the United States has changed over time, becoming more diverse (e.g., racial, ethnic, linguistic, religious). Ohio's population has become increasingly reflective of the multicultural diversity of the United States.

4.14.

Ohio's location and its transportation systems continue to influence the movement of people, products and ideas in the United States.

Unit 4: Ohio and the Civil War

Social Studies - 4th grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Ohio: A free State
A nation divided
Civil war and rebuilding
comparing viewpoints

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

reading of the ohio workbook
watching Brainpop videos
Escape room Underground Railroad
Homer Figg (novel)

ATTACHMENTS

 CivilWarActivity-1.pdf

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to know Ohio's role in the Underground railroad
Students will be able to identify the causes of the Civil War
Students will be able to compare viewpoints of individuals

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

escape room completion
quizzes over chapters
exit tickets
workbook questions

STANDARDS

Ohio - Grade 4 - Social Studies

4.7.

Following the War of 1812, Ohio continued to play a key role in national conflicts including the anti-slavery movement and the Underground Railroad.

Unit 5: Ohio Today

Social Studies - 4th grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

The 3 Branches of Government

The 3 Levels of government

Ohio citizens

ohio communities

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

ohio workbook

government videos (Brainpop, Ben's guide to statehood)

Guest speaker (former Vermilion mayor)

flipbook

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to name the 3 branches of government.

Students will be able to know the jobs of each branch

Students will be able to identify citizen's rights and responsibilities

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

workbook questions

quizzes

exit tickets

flip book creation and completion

comprehension quiz over Novel

STANDARDS

Ohio - Grade 4 - Social Studies

4.10.

The economic development of the United States continues to influence and be influenced by agriculture, industry and natural resources in Ohio.

4.12.

People have modified the environment throughout history resulting in both positive and negative consequences in Ohio and the United States.

Unit 5: Ohio Today

Social Studies - 4th grade - Last Updated on June 30, 2023

4.13.

The population of the United States has changed over time, becoming more diverse (e.g., racial, ethnic, linguistic, religious). Ohio's population has become increasingly reflective of the multicultural diversity of the United States.

4.15.

Individuals have a variety of opportunities to act in and influence their state and national government. Citizens have both rights and responsibilities in Ohio and the United States.

4.17.

Laws can protect rights, provide benefits and assign responsibilities.

4.16.

Civic participation in a democratic society requires individuals to make informed and reasoned decisions by accessing, evaluating and using information effectively to engage in compromise.

4.18.

The U.S. Constitution establishes a system of limited government and protects citizens' rights; five of these rights are addressed in the First Amendment.

4.19.

A constitution is a written plan for government. The Ohio Constitution and the U.S. Constitution separate the major responsibilities of government among three branches.

4.20.

Tables and charts organize data in a variety of formats to help individuals understand information and issues.

4.22.

Saving a portion of income contributes to an individuals' financial well-being. Individuals can reduce spending to save more of their income.

Social Studies - 5th grade

Vermilion Local School District

UNITS (4/4 SELECTED)		SUGGESTED DURATION
<div></div> Unit 1: Economics: Entrepreneurs, Inventors and Innovators		1 lessons
<div></div> Unit 2: Geography		1 lessons
<div></div> Unit 3: Regions of North America		1 lessons
<div></div> Unit 4: Forms of Government		1 lessons

Unit 1: Economics: Entrepreneurs, Inventors and Innovators

Social Studies - 5th grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Economics Unit:

- *Needs and Wants
- *Goods and Services
- *Producers and Consumers
- *Factors of Production
- *Trade- Imports, Exports
- *Scarcity, Specialization, and Interdependence
- *Supply and Demand
- *Advertising

Unit 1: Economics: Entrepreneurs, Inventors and Innovators

Social Studies - 5th grade - Last Updated on June 30, 2023

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Note: This unit makes transdisciplinary connections to stories that we will explore in our Wonders reading series- One Hen, Banks, The Boy Who Invented TV, Snapshot, and The Future of Transportation. Connections to this unit are also made in reading through our exploration of articles from NewsELA focused on micro-loans. We will also conduct research focused on entrepreneurs, innovators, or inventors.

Unit Introduction: Economics, Needs vs. Wants, Goods vs. Services

*We will brainstorm "Economics" and chart student responses in order to assess the students prior knowledge. We will also discuss how each of the words on our brainstorm chart are connected.

*Watch related media video called "Katy's Crops" focused on a young girl who is an entrepreneur. The students will then work in small groups to chart the character traits of Katy or of those needed to become an entrepreneur.

*Work independently to record their own definition of economics. Then we will read the section of Unit 1 Lesson 6 in our *World Geography: My World Social Studies* text focused on choices and goods and services. The students will highlight key information from the text and take notes.

*Students take part in activity where we move to different sides of the room to identify items and needs, wants, goods, and services.

*Students will work with learning partners to read Google Slide assignment focused on needs, wants, goods, and services, and then respond to comprehension questions.

Choices, Producers and Consumers

*Students will read about choices as a class using our Choices Google Slide assignment to discover how consumer choices drive the economy.

*Students will take part in Stock X choices activity where we explore the cost of 3 different types of tennis shoes and work together in small groups to analyze why some shoes are significantly more expensive.

*Students will read about producers and consumers using the informational text posted via google slides and working to respond to comprehension questions.

Factors of Production

*Students watch video clip focused on the factors of production.

*Students will practice identifying the factors of production by completing the "Let's Practice: Factors of Production" assignment where they sort the resources into the proper categories.

*Students will complete the vocabulary slides for the factors of production where they define each, use the word in a sentence, give examples and provide illustrations.

*Students will add factors of production foldable to their social studies journals as a reference.

*Students will work with learning pairs to read the "Factors of Production" informational article and highlight their key understandings. They will then answer the questions on page two, using information from the text.

*Students will complete the final factors of production task: They will watch the video focused on the Hershey manufacturing plant and work to record some of the factors of production that they see, including the

Unit 1: Economics: Entrepreneurs, Inventors and Innovators

Social Studies - 5th grade - Last Updated on June 30, 2023

entrepreneurship, natural resources, capital resources and human resources, from the beginning of the manufacturing process until the end.

Trade: Imports and Exports, Specialization and Interdependence

*Introduce trade and bartering by taking part in the bartering/trade simulation activity. Then discuss what they noticed, what went well, and what was challenging.

*Students will watch short video clip on trade. Students will also enjoy the School House Rock video focused on bartering.

*Students will read the Trade Slides assignment in Google Classroom focused on imports, exports, scarcity and specialization and respond to questions.

*Students will complete the trade vocabulary slides where they will define, choose an image to represent, use in a sentence and give a synonym or antonym for each term.

*Students will watch PBS video "Econ and Me" which review past economic concepts and then focuses on specialization and interdependence.

*Read Unit #1 lesson 7 in our World Geography: My World social studies text focused on trade and development. The students will take notes in their journals and work to identify the key ideas.

*The students will work with a small group to read "Supply, Demand, and Trade" slides assignment. They will then work to respond to the questions.

Unit wrap up

*Students will work independently to read the "Supply, Demand and Advertising" informational slides, as well as the "Saving and Spending" slides. The students will read together with partners and then work to complete the questions.

*Students will watch the PBS video called "Econ and Me: Consumers."

*Students read the story, Banks from our reading Wonders series and discuss connections to our economics unit.

*Students will be introduced to their summative assessment called the "Inside/Outside Business Plan." For this task, they will brainstorm a business idea, and justify the demand for their good or service. They will then identify the factors of production needed to carry out their idea. Finally, they will design the inside and outside of their business to illustrate the factors of production and come up with an advertisement. This will be assessed using a project rubric.

Unit 1: Economics: Entrepreneurs, Inventors and Innovators

Social Studies - 5th grade - Last Updated on June 30, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

The students will be able to:

- *understand how the choices people make have both present and future consequences.
- *recognize that the availability of productive resources (i.e., human resources, capital goods and natural resources) promotes specialization that leads to trade.
- *recognize availability of productive resources and the division of labor impact productive capacity
- *understand how regions and countries become interdependent when they specialize in what they produce best and then trade with other regions to increase the a

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Quiz on factors of production and goods and services that is assessed using a % score.

Hershey Chocolate Factory: Factors of Production task that is assessed using a rubric.

Summative assessment: Inside/Outside Business

Students projects will be assessed using a project rubric.

Assessment on Economics unit: Concepts and Terms. Assessment is in Google Forms.

STANDARDS

Ohio - Grade 5 - Social Studies
5.13.
Information displayed in circle graphs can be used to show relative proportions of segments of data to an entire body of data.
5.14.
The choices made by individuals and governments have both present and future consequences.
5.15.
The availability of productive resources (i.e., entrepreneurship, human resources, capital goods and natural resources) promotes specialization that could lead to trade.
5.16.
The availability of productive resources and the division of labor can have a positive or negative impact on productive capacity.
5.17.
Regions and countries become interdependent when they specialize in what they produce best and then trade with other regions to increase the amount and variety of goods and services available.

Unit 1: Economics: Entrepreneurs, Inventors and Innovators

Social Studies - 5th grade - Last Updated on June 30, 2023

5.18.

Workers can improve their ability to earn income by gaining new knowledge, skills and experiences.

Unit 2: Geography

Social Studies - 5th grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Geography:

- *What is Geography
- *The Five Themes of Geography
- *Maps and Globes
- *Lines of Latitude and Longitude
- *Relative Location/Cardinal Directions
- *The Yosemite Map Task

Unit 2: Geography

Social Studies - 5th grade - Last Updated on June 30, 2023

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Note: This unit makes transdisciplinary connections with the stories, The Boy Who Drew Birds, and Camping with the President from our Wonders series.

Unit Introduction: What is Geography?, and The Five Themes of Geography

*Students will take part in the Geography Provocation activity where they add their thinking to the Jamboard. Questions of focus on the Jamboard include, "Where are we?, What is geography?, What words do you associate with geography?, and What do geographers do?"

*Students will read and discuss Unit 1 Lesson one focused on Location and the Five Themes of Geography. We will read together, while students highlight key ideas. The students will also take notes in their journals.

*Students will watch short video clip from Studies Weekly focused on the five themes of geography.

*The students will read and complete the "Five Themes of Geography: Practice Slides." They will work with a learning partner to read and then respond to questions.

*Students complete the "I Do, We Do, You Do" assignment focused on the five themes of geography. This assignment includes postcards and requires the students to read and then identify examples of location, place, region, movement, or human/environment interaction.

Maps

*Students enjoy short video clip about maps from Brainpop.com

*Students add reference to their social studies journals to detail the parts of a map.

*Students work independently to complete the "Parts of a Map" assignment in Google Slides.

Absolute and Relative Location

*Students will watch a short video clip focused on the cardinal directions.

*Students will create a journal entry to define absolute and relative location.

*Students will complete the Relative location assignment where they identify the relative location of major locations and landforms in the United States, relative to other locations.

*Students will watch a variety of related media focused on absolute location in order to learn about lines of latitude and longitude.

*Students will create journal foldable to define lines of latitude and longitude, as well as the Equator and Prime Meridian.

*The students will complete a number of different practice activities where they use their knowledge of latitude and longitude to locate places on a map. They will also practice naming coordinates to identify absolute locations.

*Students will complete the "Absolute Location Riddles" Google Slides assignment where they use lines of latitude and longitude to find places on Earth and to solve riddles related to native animal species that call each

Unit 2: Geography

Social Studies - 5th grade - Last Updated on June 30, 2023

location home.

Types of Maps and Map Projections

*The class will explore a short video clip called, "The Cartographers Dilemma," as well as the Brainpop video focused on map projections, and discuss.

*We will work as a class to explore different types of maps using our *World Geography: My World* text. The students will put journal foldable into their social studies notebooks to define each map type.

*Students will complete a matching activity where they match together the map name, definition, and example of each map type.

Unit Wrap Up

*Students will use their knowledge of maps in order to complete the "Yosemite Map Task" activity in conjunction with the exploration of the story, Camping with the President in reading. This story is set at Yosemite National Park.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

The students will know that

*Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include in maps.

* Latitude and longitude can be used to make observations about location and generalizations about climate.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Yosemite Map Task:

This assessment is in Google Slides and connects our Reading Unit to our Geography standards. This is assessed as a % score.

STANDARDS

Ohio - Grade 5 - Social Studies	
5.4.	Geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include in maps.
5.5.	Latitude and longitude can be used to make observations about location and generalizations about climate

Unit 2: Geography

Social Studies - 5th grade - Last Updated on June 30, 2023

5.6.

Regions can be determined using data related to various criteria including landform, climate, population, and cultural and economic characteristics.

5.7.

The variety of physical environments within the Western Hemisphere influences human activities. Likewise, human activities modify the physical environments.

5.9.

Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere and results in diversity.

Unit 3: Regions of North America

Social Studies - 5th grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Early People of North America (Native Tribes) and Regions of North America:

- *Regions of NA/Mapping Cultures
- *The Earliest Americans
- *People of the Arctic and Subarctic
- *People of the Pacific Northwest
- *People of the Southwest
- *People of the Plains
- *People of the Woodlands

Unit 3: Regions of North America

Social Studies - 5th grade - Last Updated on June 30, 2023

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Note: This unit makes transdisciplinary connections to the folk literature that we explore during reading. This includes the stories, Where the Mountain Meets the Moon, The Princess and the Pea, Daedalus and Icarus, and Blancaflor from our Wonders series as well as a variety of Native American Legends. The legends explored include, Crow Brings the Daylight, Raven: A Trickster Tale, Coyote Steals the Sun and Moon, The Gift of the Sacred Dog, Buffalo Woman and The Legend of the Lady's Slipper.

Unit Introduction:

*Introduce the central idea and guiding questions for the unit. The central idea for the unit is, "Artifacts tell a story about the people who came before us." The guiding questions are "What is a region?" "How does where someone lives affect how they live?" and "In what ways did Native Americans use their environments to survive?"

*Have students take part in the unit provocation where they explore an artifact box. The students must examine the artifacts (items taken from my home) to determine what can be learned about the owner just through observation and prior knowledge.

*Introduce theories of how the earliest Americans came to live in North America. The students will watch related media clips focused on the Bering Strait Land Bridge, related Google Slides assignment, Readworks.org article focused on this topic.

*Students color in the map and map key for the Mapping Regions assignment.

Following the unit introduction, we will begin to explore each of five major geographic regions in North America. Each region and information about the native people who lived there will be introduced one at a time. Through this exploration, the students will begin by examining artifact collections from the people of each region and charting what they can infer about them by looking at the items they left behind. Next, the students will examine a variety of different informational texts related to each region and the native groups of people who lived there.

The informational texts are in the form of Google Slides assignments and articles from the "The Earliest Americans," and "Native Americans" text sets on Readworks.org. The students will read each article as it is assigned and respond in the book of knowledge by adding three things that they learned about each region/native group and one question that they still have. The students will also enjoy a short video clip focused on each region and the Native American groups that live there through the video series, Exploring Our Past, which was produced by Harmony Square. As we examine and chart the ways of life of the groups of people living in each region, we will also read examples of Native American Legends from each region. We will examine why each of these stories was important to the native groups they originated from, the purpose of native legends, and more about the folk literature genre. I have linked the resources used to explore each region below.

[Native People of the Arctic and Subarctic Regions of North America](#)

[Native People of the Pacific Northwest Region of North America](#)

[Native People of the Southwestern Region of North America](#)

[Native People of the Plains Region of North America](#)

[Native People of the Eastern Woodlands of North America](#)

Unit Wrap Up

*Students will complete the Early People of North America: Summative

Students will create an "artifact" designed to represent one of the native regions of North America. They

Unit 3: Regions of North America

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will need to also create a didactic text as though they were displaying their artifact in a museum. The text will include the native tribe, the region, the materials used in the making of the artifact and a little background about the artifact and the people it represents.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

The students will understand how...

*Regions can be determined using various criteria (e.g., landform, climate, population, cultural or economic).

Human Systems Strand:

*How variations among physical environments within the Western Hemisphere influence human activities. Human activities also alter the physical environment.

*American Indians developed unique cultures with many different ways of life. American Indian tribes and nations can be classified into cultural groups based on geographic and cultural similarities.

*Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere today.

*The Western Hemisphere is culturally diverse due to American Indian, European, Asian and African influences and interactions, as evidenced by artistic expression, language, religion and food.

*How multiple-tier timelines can be used to show relationships among events and places.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Google Slides Chart that details ways of life of each native group and how they adapted to survive in the geographic regions of North America.

Assessed using a % score.

Early People of North America: Summative

Students will create an “artifact” designed to represent one of the native regions of North America. They will need to also create a didactic text as though they were displaying their artifact in a museum. The text will include the native tribe, the region, the materials used in the making of the artifact and a little background about the artifact and the people it represents.

This is assessed using a project rubric.

STANDARDS

Ohio - Grade 5 - Social Studies

5.1.

Events can be arranged in order of occurrence using the conventions of B.C. and A.D. or B.C.E. and C.E.

5.2.

Early Indian civilizations (Maya, Inca, Aztec, Mississippian) existed in the Western Hemisphere prior to the arrival of Europeans. These civilizations had developed unique governments, social structures, religions, technologies,

Unit 3: Regions of North America

Social Studies - 5th grade - Last Updated on June 30, 2023

and agricultural practices.

5.3.

European exploration and colonization during the 1400s1600s had lasting effects which can be used to understand the Western Hemisphere today.

5.6.

Regions can be determined using data related to various criteria including landform, climate, population, and cultural and economic characteristics.

5.7.

The variety of physical environments within the Western Hemisphere influences human activities. Likewise, human activities modify the physical environments.

5.8.

American Indians developed unique cultures with many different ways of life. American Indian tribes and nations can be classified into cultural groups based on geographic and cultural similarities.

5.9.

Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere and results in diversity.

5.10.

The Western Hemisphere is culturally diverse (eg., language, food, religion, art, music) due to the influences and interactions of a variety of world cultures.

Unit 4: Forms of Government

Social Studies - 5th grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Forms of Government:

- *What is Government

- *Formation of the US Government

- *Democracy

- *Monarchy

- *Dictatorship

Unit 4: Forms of Government

Social Studies - 5th grade - Last Updated on June 30, 2023

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Note: This unit will make transdisciplinary connections to the novel, Number the Stars, by Lois Lowry.

Unit Introduction

*Introduce the part one of the provocation for the unit by having the students answer two questions on the Government Jamboard.

1. What is a government?
2. What is the purpose/role of a government?

*Students complete part #2 of the unit provocation by taking part in the "Games Without Rules" activity. During this provocation, the students are placed in small groups. Each group is given a game to play that they are not familiar with. The rules of each of the games has been removed. The students work in their groups to play their game. While the do this, I walk around and jot down the comments that I hear them say. The next day, the students document how the activity made them feel and why. They also record what went well, what challenges they faced and what surprised them.

*Read Chapter 1 Lesson 8 section of our World Geography: My World text focused on forms of government.

Formation of the US Government and Democracy

*Introduce students to democracy as a form of government.

*Students will watch short [video clip](#) focused on Democracy.

*Students will work as a group to read the informational text on the "Democracy: Slides" assignment in Google Classroom. Next they will work to complete the questions independently.

*Students work in learning pairs to read "The Three Branches of Government" informational text on National Geographic for Kids website.

*The students create a journal entry to define, identify key people, identify roles and checks and balances for each of the three branches of Government.

*Students watch the "How Power is Divided" video clip.

*The students will listen to and enjoy the video clip, "I'm Just a Bill," from School House Rock.

*Students will read the informational text called, "The Law of the Land," from Time for Kids.

*Students will then complete the Checks and Balances Sort, cut and paste activity.

*The students will be placed in groups of three to complete the Three Branches Jigsaw activity. Each one will take on the job of researching one of the three branches. There is a link in Google classroom to the informational sites they should use to look into information about each branch. When done, they will complete their portion of the 3 Branches packet and share what they have learned with their group members.

Monarchies

Unit 4: Forms of Government

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*Students will explore various related media connected to monarchies around the world.

*Students will read the Monarchy slides assignment together as a class and then work with a partner to answer the related questions.

Dictatorships

*Students will explore various related media connected to dictatorships around the world.

*Students will read the Dictatorship slides assignment together as a class and then work with a partner to answer the related questions.

Unit Wrap Up

Summative Assessment focused on government unit:

Students will design their own country, Choose a government style, create a map, symbols, and rules and laws.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

The students will understand how...

*Individuals can better understand public issues by gathering and interpreting information from multiple sources.

* How data can be displayed graphically to effectively and efficiently communicate information.

*How democracies, dictatorships and monarchies are categories for understanding the relationship between those in power or authority and citizens.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Google Slides assignments focused on each of the three main types of governments assessed using a % score.

Test over three main forms of government assessed using a percentage score.

Summative Assessment focused on government unit:

Students will design their own country, Choose a government style, create a map, symbols, and rules and laws.

The assessment will be assessed using a project rubric.

STANDARDS

Ohio - Grade 5 - Social Studies

5.12.

Democracies, dictatorships and monarchies are categories for understanding the relationship between those in power or authority and citizens.

Unit 4: Forms of Government

Social Studies - 5th grade - Last Updated on June 30, 2023

5.14.

The choices made by individuals and governments have both present and future consequences.

5.3.

European exploration and colonization during the 1400s1600s had lasting effects which can be used to understand the Western Hemisphere today.

Social Studies - 6th grade

Vermilion Local School District

UNITS (24/24 SELECTED)

SUGGESTED DURATION

 Unit 1: Beginning of the Year	<i>5 lessons</i>
 Unit 1: Geography (Week 1)	<i>2 lessons</i>
 Unit 1: Geography (Week 2)	<i>4 lessons</i>
 Unit 1: Geography (Week 3)	<i>5 lessons</i>
 Unit 1: Geography (Week 4)	<i>5 lessons</i>
 Unit 1: Geography (Week 5)	<i>5 lessons</i>
 Unit 1: Geography (Week 6)	<i>5 lessons</i>
 Unit 1: Geography (Week 7)	<i>4 lessons</i>
 Unit 1: Geography (Week 8)	<i>4 lessons</i>
 Unit 1: Geography (Week 9)	<i>5 lessons</i>
 Unit 2: Early Civilizations-Mesopotamia (Week 1)	<i>5 lessons</i>
 Unit 2: Mesopotamia (Week 2)	<i>5 lessons</i>
 Unit 2: Mesopotamia (Week 3)	<i>5 lessons</i>
 Unit 2: Mesopotamia (Week 4)	<i>2 lessons</i>
 Unit 2: Mesopotamia (Week 5)	<i>5 lessons</i>
 Unit 2: Mesopotamia (Week 6)	<i>5 lessons</i>
 Unit 2: Mesopotamia (Week 7)	<i>5 lessons</i>
 Unit 3: Early Civilizations-Egypt	<i>22 lessons</i>
 Unit 4: Early Civilizations-India	<i>13 lessons</i>
 Unit 5: Early Civilizations-China	<i>13 lessons</i>
 Unit 6: Economy	<i>34 lessons</i>
 Unit 7: Government	<i>5 lessons</i>
 Unit 8: World Religions	<i>5 lessons</i>
 Unit 9: Timelines/Primary vs. Secondary Sources	<i>4 lessons</i>

Unit 1: Beginning of the Year

Social Studies - 6th grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

STANDARDS

Unit 1: Geography (Week 1)

Social Studies - 6th grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Investigating geographic tools, practice latitude/longitude, HQSD beginning of the year geography and economy assessment

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- *HQSD Geography and Economy assessment
- *Introduce Geography KeyNote/Review Information
- *Complete fill-in notes as we discuss Geography KeyNote
- *Latitude/Longitude Flocabulary Rap
- *Latitude and Longitude Review in EdPuzzle
- *Begin Map Skills Packet for Review
- *Geography Workbooks pgs. 4-8
- *Discuss questions and pull tickets to have students answer questions
- *Review Latitude and Longitude on the Board
- *Continue working on Map Skills Packet

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Identify basic map ideas, find absolute locations, and use maps and globes to identify places on earth

STANDARDS

Ohio - Grade 6 - Social Studies
6.3.
Geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed.
6.4.
Latitude and longitude can be used to identify absolute location.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- *Map Skills Packet
- *Open Note Geography Review Google Quiz

STANDARDS

Ohio - Grade 6 - Social Studies
6.3.

Geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed.

6.4.

Latitude and longitude can be used to identify absolute location.

Unit 1: Geography (Week 2)

Social Studies - 6th grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Investigating geographic tools, latitude/longitude, map skills (continents, oceans, types of maps)

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

*Geography Folders pgs. 9-13

*Flocabulary videos to review (Continents, Oceans, Latitude/Longitude)

*Continue Map Skills Packet

*Practice Latitude and Longitude as a whole group using the Dot worksheet on Front Board

*EdPuzzle-Map Skills

*Wrap up-Map Skills Packet

*Latitude Longitude Packet-read, discuss, answer questions, toss nerf ball around

*Complete Latitude/Longitude Vocabulary Chart with visual representations in Google Classroom

*2 Latitude/Longitude Centers

*Students will work in small groups to complete two different front-to-back worksheets (Lateral Movement/ Lines of Latitude and The Long Lines/Picture It)

*Have students work at each center for 25 minutes then switch

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Identify basic map ideas, find absolute locations, and use maps and globes to identify places on earth

STANDARDS

Ohio - Grade 6 - Social Studies
6.3.
Geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed.
6.4.
Latitude and longitude can be used to identify absolute location.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Latitude/Longitude Worksheets

Map Skills Packet

STANDARDS

Ohio - Grade 6 - Social Studies
6.3.

Unit 1: Geography (Week 2)

Social Studies - 6th grade - Last Updated on June 30, 2023

Geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed.

6.4.

Latitude and longitude can be used to identify absolute location.

6.5.

Regions can be determined, classified and compared using data related to various criteria including landform, climate, population, and cultural and economic characteristics

Unit 1: Geography (Week 3)

Social Studies - 6th grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Investigating Geography, Investigate Geographic Tools, Map Skills, Latitude/Longitude

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

*Ships at Sea Worksheet- label the Equator with blue, Prime Meridian with Green and draw a Compass Rose with Red on the worksheet. Complete some of the ships' absolute locations together.

*Wrap up Latitude/Longitude Centers from Friday

*Wrap up Geography Vocabulary and Visual Chart in Google Classroom

*Latitude/longitude Kahoot

*Latitude/Longitude Google Form assessment

*Introduce File Folder Activity

*Put students into groups of 3-4 individuals of mixed ability

*Students will work through the file folders to practice using geographic tools, maps, and reading informational text

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Identify basic map ideas, find absolute locations, and use maps and globes to identify places on earth.

Investigate how maps can be used to compare regions and learn about landforms, climate, population, and cultural characteristics.

STANDARDS

Ohio - Grade 6 - Social Studies

6.3.

Geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed.

6.4.

Latitude and longitude can be used to identify absolute location.

6.5.

Regions can be determined, classified and compared using data related to various criteria including landform, climate, population, and cultural and economic characteristics

Unit 1: Geography (Week 3)

Social Studies - 6th grade - Last Updated on June 30, 2023

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Kahoot

Latitude/Longitude Worksheets

Latitude/Longitude Google Quiz

Informational Text Questions and Analyzing various maps

STANDARDS

Ohio - Grade 6 - Social Studies

6.3.

Geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed.

6.4.

Latitude and longitude can be used to identify absolute location.

6.5.

Regions can be determined, classified and compared using data related to various criteria including landform, climate, population, and cultural and economic characteristics

Unit 1: Geography (Week 4)

Social Studies - 6th grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Investigating geography and compare regions using various criteria (landform, climate, population, and cultural, and economic characteristics).

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

*File Folder Activity in small groups-3 days

*Balloon Globes

*Latitude/Longitude EdPuzzle

*Latitude/Longitude online game (ABCya)

https://www.abcya.com/games/latitude_and_longitude_practice

*Battleship or/Message in a Bottle Latitude and Longitude Board Games

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Identify basic map ideas, find absolute locations, and use maps and globes to identify places on earth.

Investigate how maps can be used to compare regions and learn about landforms, climate, population, and cultural characteristics.

STANDARDS

Ohio - Grade 6 - Social Studies
6.3.
Geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed.
6.4.
Latitude and longitude can be used to identify absolute location.
6.5.
Regions can be determined, classified and compared using data related to various criteria including landform, climate, population, and cultural and economic characteristics
6.6.
The variety of physical environments within the Eastern Hemisphere influences human activities. Likewise, human activities modify the physical environment.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

File Folder Activity Questions (Answer in well-developed sentences with text evidence to support answers)

Latitude/Longitude EdPuzzle

STANDARDS

Unit 1: Geography (Week 4)

Social Studies - 6th grade - Last Updated on June 30, 2023

Ohio - Grade 6 - Social Studies
6.3.
Geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed.
6.4.
Latitude and longitude can be used to identify absolute location.
6.5.
Regions can be determined, classified and compared using data related to various criteria including landform, climate, population, and cultural and economic characteristics

Unit 1: Geography (Week 5)

Social Studies - 6th grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Human-Environment Interactions, Latitude/Longitude, 5 Themes of Geography

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

*Latitude/Longitude Practice Review Packet

*5 Themes of Geography-play rap and get up and groove <https://www.youtube.com/watch?v=AlqC79WrpKg>

*Begin reading The 5 Themes of Geography Google Slides- Location, Place, Human-Environment Interaction, Movement, Region

*As we read, take time to work as a whole group to fill out the 5 themes graphic organizer

*EdPuzzle- Themes of Geography

*5 Themes of Geography Rap (play video of Ava and Friend doing the hand motions to the rap)

Lyrics

Chorus:

5 themes of geography I got

5 themes of geography I said

(X2)

Location is a theme of geography

Location tells you where it is

Place is a theme of geography

What is it like when you get there?

Movement is theme of geography

People and ideas get around

Human-Environment Interaction

What do the people do to the environment?

What does the environment do for the people?

Region is a theme of geography

What do locations have in common

Climate, religion, language, education,

States or territories, borders of a nation

*5 Themes of Geography Flocabulary

*Continue reading the 5 themes of geography informational text and filling out the graphic organizer

*Students work on researching a city of their choice and then writing a letter to a friend including detailed information about each of the 5 themes of geography

ATTACHMENTS



5_Themes_of_Geography_Music_Video.mov

Unit 1: Geography (Week 5)

Social Studies - 6th grade - Last Updated on June 30, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Explain how humans change their environment to fit their needs, identify the five themes of geography.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

*5 Themes of Geography Graphic Organizer

*5 Themes of Geography Letter to a friend

STANDARDS

Ohio - Grade 6 - Social Studies
6.3.
Geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed.
6.4.
Latitude and longitude can be used to identify absolute location.
6.5.
Regions can be determined, classified and compared using data related to various criteria including landform, climate, population, and cultural and economic characteristics
6.6.
The variety of physical environments within the Eastern Hemisphere influences human activities. Likewise, human activities modify the physical environment.
6.7.
Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.

Unit 1: Geography (Week 6)

Social Studies - 6th grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Investigating Regions and looking at climate, population, landforms, and cultural/economic characteristics

Human-Environment Interaction

Maps

Latitude/Longitude

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

*Flocabulary- Regions of the US

*Wrap up 5 Themes of Geography Letter

*Students done with their letters can find a partner to play 'Message in a Bottle'

*Introduce Community Newsletter Activity and spend the week working on completing the activity

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Identify climate, population, landforms, and cultural/economic characteristics for various regions/places.

STANDARDS

Ohio - Grade 6 - Social Studies
6.3.
Geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed.
6.4.
Latitude and longitude can be used to identify absolute location.
6.5.
Regions can be determined, classified and compared using data related to various criteria including landform, climate, population, and cultural and economic characteristics

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Community Newsletter

STANDARDS

Ohio - Grade 6 - Social Studies
6.3.
Geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed.

Unit 1: Geography (Week 6)

Social Studies - 6th grade - Last Updated on June 30, 2023

6.4.
Latitude and longitude can be used to identify absolute location.
6.5.
Regions can be determined, classified and compared using data related to various criteria including landform, climate, population, and cultural and economic characteristics
6.6.
The variety of physical environments within the Eastern Hemisphere influences human activities. Likewise, human activities modify the physical environment.
6.7.
Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.

Unit 1: Geography (Week 7)

Social Studies - 6th grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

5 Themes of Geography (Movement, Regions, Human-Environment Interactions, Location, Place)

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

*Geography Sort-students will complete the sort independently and then towards the end of the period we'll go over the correct answers

*EdPuzzle (5 Themes of Geography)

*Students work with a partner to read and complete the 5 Themes of Geography Digital Notebook

*Discuss the information presented

*5 Themes of Geography Kahoot

*Google Forms Quiz over 5 Themes of Geography

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Identify and describe the five themes of geography

STANDARDS

Ohio - Grade 6 - Social Studies
6.5.
Regions can be determined, classified and compared using data related to various criteria including landform, climate, population, and cultural and economic characteristics
6.6.
The variety of physical environments within the Eastern Hemisphere influences human activities. Likewise, human activities modify the physical environment.
6.7.
Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Geography Sort

Digital Notebook

5 Themes of Geography Quiz

EdPuzzle-5 Themes of Geography

STANDARDS

Unit 1: Geography (Week 7)

Social Studies - 6th grade - Last Updated on June 30, 2023

Ohio - Grade 6 - Social Studies
6.6.
The variety of physical environments within the Eastern Hemisphere influences human activities. Likewise, human activities modify the physical environment.
6.7.
Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.
6.5.
Regions can be determined, classified and compared using data related to various criteria including landform, climate, population, and cultural and economic characteristics

Unit 1: Geography (Week 8)

Social Studies - 6th grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

The environment affects how humans live and humans affect their physical environment

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

*Introduce How Does Where You Live Influence How You Live? Activity

*Students work with a partner of their choosing to listen to/read/answer questions about Human-Environment Interaction. Read and Complete the introduction and Settlement Patterns together so students understand what they are doing with their partner or independently.

*Continue working on How Does Where You Live Influence How You Live? Work on Climate and Seismic Activity then move into...

*Agriculture and Urbanization then move into...

*Water Pollution and The Construction of Dams

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Explain how humans change their environment to fit their needs and identify ways that the environment affects human activity.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

How Does Where You Live Influence How You Live?-Comprehension Questions

STANDARDS

Ohio - Grade 6 - Social Studies

6.6.

The variety of physical environments within the Eastern Hemisphere influences human activities. Likewise, human activities modify the physical environment.

6.7.

Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.

Unit 1: Geography (Week 9)

Social Studies - 6th grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Latitude/Longitude Review

5 Themes of Geography Review

Human-Environment Interaction-How the physical environment influences how people live and how humans change their physical environment to fit their needs.

Introduce Ancient Mesopotamia (MudBrick Challenge)

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

*Latitude and Longitude worksheet (front and back)

*Introduce MudBrick Challenge-go over instructions, watch a video about making MudBricks, and answer any questions about the challenge. Challenge will be held the day before Thanksgiving Break (Tuesday, November 22nd)

*Pillar Paragraph Writing-do the first pillar chart together and write a well-developed paragraph about "How The Physical Environment Affects Human Activities"

*Students complete their own pillar chart and write a well-developed paragraph about "How People Modify Their Physical Environment"

*Pumpkin Latitude/Longitude Worksheet for review

*5 Themes of Geography Escape Room

Unit 1: Geography (Week 9)

Social Studies - 6th grade - Last Updated on June 30, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Explain how humans change their environment to fit their needs and identify ways that the environment affects human activity.

STANDARDS

Ohio - Grade 6 - Social Studies
6.4.
Latitude and longitude can be used to identify absolute location.
6.5.
Regions can be determined, classified and compared using data related to various criteria including landform, climate, population, and cultural and economic characteristics
6.6.
The variety of physical environments within the Eastern Hemisphere influences human activities. Likewise, human activities modify the physical environment.
6.7.
Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.
6.8.
Diffusion of agricultural practices and products, technology, cultural practices and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) impacted the Eastern Hemisphere.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Pillar Paragraphs

Pumpkin Latitude/Longitude Worksheet

5 Themes of Geography Escape room questions (if they miss the escape room aspect they can still read the articles and answer the comprehension questions)

STANDARDS

Ohio - Grade 6 - Social Studies
6.4.
Latitude and longitude can be used to identify absolute location.
6.5.

Unit 1: Geography (Week 9)

Social Studies - 6th grade - Last Updated on June 30, 2023

Regions can be determined, classified and compared using data related to various criteria including landform, climate, population, and cultural and economic characteristics

6.6.

The variety of physical environments within the Eastern Hemisphere influences human activities. Likewise, human activities modify the physical environment.

6.7.

Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.

6.8.

Diffusion of agricultural practices and products, technology, cultural practices and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) impacted the Eastern Hemisphere.

Unit 2: Early Civilizations-Mesopotamia (Week 1)

Social Studies - 6th grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

5 Themes of Geography Review

Ancient Civilizations-Mesopotamia (Discover how early civilizations had unique governments, economic systems, social structures, religions, technologies, and agricultural practices and products).

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

*5 Themes of Geography Review Jenga

*Watch Fertile Crescent Flocabulary Video

*Answer Quiz Questions after video

*Read Fertile Crescent WS together

*Students answer the questions independently/Map Follow Up

*When students are done with their worksheet they'll Explore *Kids Discover Mesopotamia* in Google Classroom

*Students will write down 8-10 facts, cool findings, and pieces of information they learned from their reading investigation and be prepared to share their findings tomorrow while we toss around the nerf basketball

*Start to read Mesopotamia CH. 1 (Google Slides)

*Introduce Mesopotamia Interactive Google Slides Notes and begin reading information together-discuss and ask questions tossing nerf ball around

*After reading Google Slides information with music students fill in Digital Mesopotamia Notes

*National Geographic Mesopotamia EdPuzzle

*Continue working on Digital Notes

Unit 2: Early Civilizations-Mesopotamia (Week 1)

Social Studies - 6th grade - Last Updated on June 30, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Identify important characteristics of the ancient civilization of Mesopotamia. Explain how early civilizations had unique governments, economic systems, social structures, religions, technologies, agricultural practices and products

STANDARDS

Ohio - Grade 6 - Social Studies
6.2.
Early civilizations (India, Egypt, China and Mesopotamia) had unique governments, economic systems, social structures, religions, technologies and agricultural practices and products. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.
6.1.
Multiple tier timelines can be used to show relationships among events and places.
6.7.
Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.
6.8.
Diffusion of agricultural practices and products, technology, cultural practices and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) impacted the Eastern Hemisphere.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Mesopotamia EdPuzzle

Fertile Crescent and Map Worksheet

Digital Notes

STANDARDS

Ohio - Grade 6 - Social Studies
6.1.
Multiple tier timelines can be used to show relationships among events and places.
6.2.
Early civilizations (India, Egypt, China and Mesopotamia) had unique governments, economic systems, social structures, religions, technologies and agricultural practices and products. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.

Unit 2: Early Civilizations-Mesopotamia (Week 1)

Social Studies - 6th grade - Last Updated on June 30, 2023

6.8.
Diffusion of agricultural practices and products, technology, cultural practices and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) impacted the Eastern Hemisphere.
6.7.
Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.
6.6.
The variety of physical environments within the Eastern Hemisphere influences human activities. Likewise, human activities modify the physical environment.

Unit 2: Mesopotamia (Week 2)

Social Studies - 6th grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

*Ancient Civilizations-Mesopotamia (Discover how early civilizations had unique governments, economic systems, social structures, religions, technologies, and agricultural practices and products).

*Investigate how the BCE timeline works and moves from big to small and then small to big for ADE

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

*Mr. Nicky's Euphrates River Rap

[Euphrates River Rap to Soulja Boy tune](#)

*Introduce Mesopotamia Literature Circles

*Pass out Literature Circle Packets and go over directions for each role

*Students will begin reading or listening to the screen recordings of the Mesopotamia Articles (After explaining and going over directions students won't have much time to get started)

*[Mesopotamia Rap to Rihanna's Disturbia](#)

*Literature Circle Packets

*Go over Digital Notebook Notes from last week and share answers on the board so students can correctly fill in the information and Map

*Wrap up Literature Circle Packets

*[Hammurabis Codes of Law Song - Poker Face Parody](#)

*SURF (**S**ilent **U**nterrupted **R**eadng **F**un)-Students can sit anywhere in the room(you'll need to be able to see their computer screens) and read *Kids Discover Mesopotamia Magazine* Articles-jot down 5 interesting facts you learned and be prepared to share with the class.

*Mesopotamia Memory with the rulers and picture/definition cards

Unit 2: Mesopotamia (Week 2)

Social Studies - 6th grade - Last Updated on June 30, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Identify important characteristics of the ancient civilization of Mesopotamia. Explain how early civilizations had unique governments, economic systems, social structures, religions, technologies, agricultural practices, and products.

STANDARDS

Ohio - Grade 6 - Social Studies
6.1.
Multiple tier timelines can be used to show relationships among events and places.
6.2.
Early civilizations (India, Egypt, China and Mesopotamia) had unique governments, economic systems, social structures, religions, technologies and agricultural practices and products. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.
6.6.
The variety of physical environments within the Eastern Hemisphere influences human activities. Likewise, human activities modify the physical environment.
6.7.
Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.
6.8.
Diffusion of agricultural practices and products, technology, cultural practices and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) impacted the Eastern Hemisphere.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Literature Circle Roles Packet (Summarizer, Context Connector, Artful Artist, Word Wizard)

Mesopotamia Digital Notes

STANDARDS

Ohio - Grade 6 - Social Studies
6.1.
Multiple tier timelines can be used to show relationships among events and places.
6.2.

Unit 2: Mesopotamia (Week 2)

Social Studies - 6th grade - Last Updated on June 30, 2023

Early civilizations (India, Egypt, China and Mesopotamia) had unique governments, economic systems, social structures, religions, technologies and agricultural practices and products. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.

6.9.

Different perspectives on a topic can be obtained from a variety of historic and contemporary sources and used to effectively communicate and defend a claim based on evidence. Sources should be examined for accuracy and credibility.

6.6.

The variety of physical environments within the Eastern Hemisphere influences human activities. Likewise, human activities modify the physical environment.

6.7.

Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.

6.8.

Diffusion of agricultural practices and products, technology, cultural practices and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) impacted the Eastern Hemisphere.

Unit 2: Mesopotamia (Week 3)

Social Studies - 6th grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

*Ancient Civilizations-Mesopotamia (Discover how early civilizations had unique governments, economic systems, social structures, religions, technologies, and agricultural practices and products).

*Investigate how the BCE timeline works and moves from big to small and then small to big for ADE

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

*Mesopotamia Worksheet-read together as a class and students complete it independently

*When students get done with their worksheet they'll log into Google Classroom and watch the following video independently

[Ancient Mesopotamia for Kids | Learn all about the history of ancient Mesopotamia](#)

*15 minute Mesopotamia video [The History of Ancient Mesopotamia in 15 Minutes](#)

*Introduce Mesopotamia/Cuneiform/Gilgamesh Google Slides Interactive Notebook - Students will work with a partner to complete the notes, star important information, underline informative details, and answer the questions within the Google Slides. When they're done reading and investigating they'll complete the word match on the last slide and then they'll begin working on their own Epic Story.

*Epic of Gilgamesh Reader's Theatre

*Veteran's Day Speakers

*Students will listen to 3-4 speakers coming into class to share stories, pictures, and experiences about being in the army

*Thank You Cards for our Veteran's Day Speakers-color and write a note saying thanks, explaining their favorite part about the presentation, what they learned, etc.

*When students finish their cards they can play a matching game with a partner or small group using the Mesopotamia Definition Cards and Pictures

Unit 2: Mesopotamia (Week 3)

Social Studies - 6th grade - Last Updated on June 30, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Identify important characteristics of the ancient civilization of Mesopotamia. Explain how early civilizations had unique governments, economic systems, social structures, religions, technologies, agricultural practices and products

STANDARDS

Ohio - Grade 6 - Social Studies
6.1.
Multiple tier timelines can be used to show relationships among events and places.
6.2.
Early civilizations (India, Egypt, China and Mesopotamia) had unique governments, economic systems, social structures, religions, technologies and agricultural practices and products. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.
6.9.
Different perspectives on a topic can be obtained from a variety of historic and contemporary sources and used to effectively communicate and defend a claim based on evidence. Sources should be examined for accuracy and credibility.
6.6.
The variety of physical environments within the Eastern Hemisphere influences human activities. Likewise, human activities modify the physical environment.
6.7.
Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.
6.8.
Diffusion of agricultural practices and products, technology, cultural practices and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) impacted the Eastern Hemisphere.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Mesopotamia Worksheet

STANDARDS

Ohio - Grade 6 - Social Studies

Unit 2: Mesopotamia (Week 3)

Social Studies - 6th grade - Last Updated on June 30, 2023

6.1.
Multiple tier timelines can be used to show relationships among events and places.
6.2.
Early civilizations (India, Egypt, China and Mesopotamia) had unique governments, economic systems, social structures, religions, technologies and agricultural practices and products. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.
6.9.
Different perspectives on a topic can be obtained from a variety of historic and contemporary sources and used to effectively communicate and defend a claim based on evidence. Sources should be examined for accuracy and credibility.
6.6.
The variety of physical environments within the Eastern Hemisphere influences human activities. Likewise, human activities modify the physical environment.
6.7.
Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.
6.8.
Diffusion of agricultural practices and products, technology, cultural practices and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) impacted the Eastern Hemisphere.

Unit 2: Mesopotamia (Week 4)

Social Studies - 6th grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

*Ancient Civilizations-Mesopotamia (Discover how early civilizations had unique governments, economic systems, social structures, religions, technologies, and agricultural practices and products).

*Investigate how the BCE timeline works and moves from big to small and then small to big for ADE

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

*Epic of Gilgamesh Reader's Theatre

*Students continue working on their Mesopotamia/Cuneiform/Gilgamesh Story (Interactive Notebook)

*MudBrick Challenge

Unit 2: Mesopotamia (Week 4)

Social Studies - 6th grade - Last Updated on June 30, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Identify important characteristics of the ancient civilization of Mesopotamia. Explain how early civilizations had unique governments, economic systems, social structures, religions, technologies, agricultural practices, and products.

Discover/Explain how important MudBricks were to the Mesopotamian civilizations.

STANDARDS

Ohio - Grade 6 - Social Studies
6.1.
Multiple tier timelines can be used to show relationships among events and places.
6.2.
Early civilizations (India, Egypt, China and Mesopotamia) had unique governments, economic systems, social structures, religions, technologies and agricultural practices and products. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.
6.6.
The variety of physical environments within the Eastern Hemisphere influences human activities. Likewise, human activities modify the physical environment.
6.7.
Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.
6.8.
Diffusion of agricultural practices and products, technology, cultural practices and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) impacted the Eastern Hemisphere.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

MudBrick Creation

Epic Of Gilgamesh Story Creation

STANDARDS

Ohio - Grade 6 - Social Studies
6.1.

Unit 2: Mesopotamia (Week 4)

Social Studies - 6th grade - Last Updated on June 30, 2023

Multiple tier timelines can be used to show relationships among events and places.

6.2.

Early civilizations (India, Egypt, China and Mesopotamia) had unique governments, economic systems, social structures, religions, technologies and agricultural practices and products. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.

6.6.

The variety of physical environments within the Eastern Hemisphere influences human activities. Likewise, human activities modify the physical environment.

6.7.

Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.

6.8.

Diffusion of agricultural practices and products, technology, cultural practices and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) impacted the Eastern Hemisphere.

Unit 2: Mesopotamia (Week 5)

Social Studies - 6th grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

*Ancient Civilizations-Mesopotamia (Discover how early civilizations had unique governments, economic systems, social structures, religions, technologies, and agricultural practices and products).

*Investigate how the BCE timeline works and moves from big to small and then small to big for ADE

*Review Latitude/Longitude Absolute Location

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

*Students finish their Gilgamesh Stories and Vocabulary Terms in Interactive Notebook

*Centers- introduce and explain each center-this will take time and today we'll probably only make it to one center (Cuneiform Clay Tablets, Babylonia Worksheet, NEWSELA, Dot WS for Latitude/Longitude Review) Students will have 20-25 minutes at each center and then we'll rotate around the room

*Center #1-Read Babylonia Worksheet with a small group and complete the questions and constructed responses with small group or independently

*Center #2-Students will log into NEWSELA and read one of the 3 articles assigned and answer the 4 quiz questions for their article (*Life in Sumerian Times in Mesopotamia*, *Uruk: The World's First Big City*, *The Babylonian Empire*)

*Center #3- Students will identify 10 absolute locations on a worksheet using a map of the world

*Center #4-Cuneiform Clay Writing Activity-each student will get a small chunk of clay. Students will have cuneiform alphabet papers and will create a short message on their clay tablets using a wooden stylus and other art supplies

*Read Assyrians and Hittites WS together and students independently answer the questions

Unit 2: Mesopotamia (Week 5)

Social Studies - 6th grade - Last Updated on June 30, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Identify important characteristics of the ancient civilization of Mesopotamia. Explain how early civilizations had unique governments, economic systems, social structures, religions, technologies, agricultural practices, and products.

STANDARDS

Ohio - Grade 6 - Social Studies
6.1.
Multiple tier timelines can be used to show relationships among events and places.
6.2.
Early civilizations (India, Egypt, China and Mesopotamia) had unique governments, economic systems, social structures, religions, technologies and agricultural practices and products. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.
6.4.
Latitude and longitude can be used to identify absolute location.
6.6.
The variety of physical environments within the Eastern Hemisphere influences human activities. Likewise, human activities modify the physical environment.
6.7.
Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.
6.8.
Diffusion of agricultural practices and products, technology, cultural practices and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) impacted the Eastern Hemisphere.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

NewsELA quiz

Babylonia Worksheet

Cuneiform Clay Tablet with message

Latitude/Longitude Review Worksheet

Assyrian Worksheet

Hittites Worksheet

STANDARDS

Unit 2: Mesopotamia (Week 5)

Social Studies - 6th grade - Last Updated on June 30, 2023

Ohio - Grade 6 - Social Studies
6.1.
Multiple tier timelines can be used to show relationships among events and places.
6.2.
Early civilizations (India, Egypt, China and Mesopotamia) had unique governments, economic systems, social structures, religions, technologies and agricultural practices and products. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.
6.4.
Latitude and longitude can be used to identify absolute location.
6.6.
The variety of physical environments within the Eastern Hemisphere influences human activities. Likewise, human activities modify the physical environment.
6.7.
Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.
6.8.
Diffusion of agricultural practices and products, technology, cultural practices and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) impacted the Eastern Hemisphere.

Unit 2: Mesopotamia (Week 6)

Social Studies - 6th grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

*Ancient Civilizations-Mesopotamia (Discover how early civilizations had unique governments, economic systems, social structures, religions, technologies, and agricultural practices and products).

*Read and research various articles, texts, and websites to gather information about Ancient Mesopotamia

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

*Introduce ABCs of Mesopotamia Poster

*Students watch a cartoon video about a young girl's life in Ancient Mesopotamia. While they're watching the video they'll jot down words they hear that begin with each letter of the alphabet.

[002Mesopotamia From Nomads to Farmers](#)

*Put out stacks of Mesopotamia, Babylonia, Assyria, and Hittites Reading Passages for students to use for finding words for each letter. Students can use any of the interactive slides, digital notebooks, worksheets, videos, etc. that we have completed in class to help them create their posters.

*Work on ABCs of Mesopotamia Poster

Unit 2: Mesopotamia (Week 6)

Social Studies - 6th grade - Last Updated on June 30, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Identify important characteristics of the ancient civilization of Mesopotamia. Explain how early civilizations had unique governments, economic systems, social structures, religions, technologies, agricultural practices, and products.

STANDARDS

Ohio - Grade 6 - Social Studies
6.2.
Early civilizations (India, Egypt, China and Mesopotamia) had unique governments, economic systems, social structures, religions, technologies and agricultural practices and products. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.
6.9.
Different perspectives on a topic can be obtained from a variety of historic and contemporary sources and used to effectively communicate and defend a claim based on evidence. Sources should be examined for accuracy and credibility.
6.6.
The variety of physical environments within the Eastern Hemisphere influences human activities. Likewise, human activities modify the physical environment.
6.7.
Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.
6.8.
Diffusion of agricultural practices and products, technology, cultural practices and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) impacted the Eastern Hemisphere.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

ABCs of Mesopotamia Poster and research

STANDARDS

Ohio - Grade 6 - Social Studies
6.2.
Early civilizations (India, Egypt, China and Mesopotamia) had unique governments, economic systems, social structures, religions, technologies and agricultural practices and products. The cultural practices and products of

Unit 2: Mesopotamia (Week 6)

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these early civilizations can be used to help understand the Eastern Hemisphere today.

6.9.

Different perspectives on a topic can be obtained from a variety of historic and contemporary sources and used to effectively communicate and defend a claim based on evidence. Sources should be examined for accuracy and credibility.

6.6.

The variety of physical environments within the Eastern Hemisphere influences human activities. Likewise, human activities modify the physical environment.

6.7.

Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.

6.8.

Diffusion of agricultural practices and products, technology, cultural practices and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) impacted the Eastern Hemisphere.

Unit 2: Mesopotamia (Week 7)

Social Studies - 6th grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

*Ancient Civilizations-Mesopotamia (Discover how early civilizations had unique governments, economic systems, social structures, religions, technologies, and agricultural practices and products).

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

*Pass out Mesopotamia Study Guide and give students time to complete the guide. We'll go over the correct answers towards the end of class so students can prepare for their Google Quiz on Wednesday

*Kahoot to review for Mesopotamia Google Quiz

*Google Quiz over Mesopotamia

*Mesopotamia Crossword Puzzle

*Ancient Civilizations Virtual Field Trip

*El Dorado (Movie Reward...if time)

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Identify important characteristics of the ancient civilization of Mesopotamia. Explain how early civilizations had unique governments, economic systems, social structures, religions, technologies, agricultural practices, and products.

STANDARDS

Ohio - Grade 6 - Social Studies
6.2.
Early civilizations (India, Egypt, China and Mesopotamia) had unique governments, economic systems, social structures, religions, technologies and agricultural practices and products. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.
6.1.
Multiple tier timelines can be used to show relationships among events and places.
6.6.
The variety of physical environments within the Eastern Hemisphere influences human activities. Likewise, human activities modify the physical environment.
6.7.
Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.
6.8.
Diffusion of agricultural practices and products, technology, cultural practices and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) impacted the Eastern Hemisphere.

Unit 2: Mesopotamia (Week 7)

Social Studies - 6th grade - Last Updated on June 30, 2023

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Mesopotamia Study Guide

Mesopotamia Google Quiz

STANDARDS

Ohio - Grade 6 - Social Studies

6.2.

Early civilizations (India, Egypt, China and Mesopotamia) had unique governments, economic systems, social structures, religions, technologies and agricultural practices and products. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.

6.1.

Multiple tier timelines can be used to show relationships among events and places.

6.6.

The variety of physical environments within the Eastern Hemisphere influences human activities. Likewise, human activities modify the physical environment.

6.7.

Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.

6.8.

Diffusion of agricultural practices and products, technology, cultural practices and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) impacted the Eastern Hemisphere.

Unit 3: Early Civilizations-Egypt

Social Studies - 6th grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

*Ancient Civilizations-Egypt (Discover how early civilizations had unique governments, economic systems, social structures, religions, technologies, and agricultural practices and products).

*Investigate Judaism and how world religions spread and what they teach us about different cultures and ways of living

Unit 3: Early Civilizations-Egypt

Social Studies - 6th grade - Last Updated on June 30, 2023

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

*Egypt Flocabulary-listen to rap and then take the quiz and discuss questions/answers together as a whole group

*Begin Reading- [I Am Cleopatra](#) (Introduction and Chapter 1)

*Read Cleopatra CH. 2 and 3

*HQSD Economy Assessment (this is our 2nd test since SS doesn't have value added or MAP).

*When students finish their test they'll begin working on their Egypt WS independently. Once all HQSD tests are completed, students can work with a partner.

* Read Cleopatra CH. 4 and 5

[Ancient Egypt for Kids | Learn the History of Ancient Egypt](#)

*Introduce Ancient Egypt (Interactive Slide Show)-go over information with whole class and discuss (or Students will read the interactive notes with a partner when they finish their Egypt WS)

*Give students time to finish Egypt WS from yesterday.

*Read Cleopatra CH. 6

*As a class read "Learning About Ancient Egypt" Google Slides in Google Classroom-draw tickets to choose readers and toss nerf basketball around to answer questions

[ANCIENT EGYPT song by Mr. Nicky](#)

*SURF (Silent Uninterrupted Reading Fun) students will read various articles in Google Classroom from *Kids Discover Ancient Egypt* or *Totally Amazing Mummies*.

*Cleopatra CH. 7

*Ancient Egypt Reading Passages in Easel-by TPT-students will work with a partner or independently to read the 5 different passages and answer the extended response and summary questions. We'll do the first passage together and answer the questions on the board as a whole group. Then students will be responsible for the other 4.

*Cleopatra CH. 8-9

*Cleopatra CH. 10

*Egypt Crossword Puzzle for students finished with all work

*Egypt's 3 Kingdom Reading Worksheet-read as a class and students answer the questions independently

*Egypt Flocabulary Video-after video do vocab quiz to earn new instruments

*Ancient Egypt's Geography Paper Packet

*Readers' Theatre (Hatshepsut or Pyramids/King Tut/Mummies)

*Ancient Egypt EdPuzzle

<https://www.kellysclassroomonline.com/2022/12/apple-mummies-part-two.html> (Mummy Activity)

*Introduce Ancient Egypt Hands-on History Group Activity. Put students into groups of 5 and go over the directions, instructions, and group responsibilities. After you go over the instructions and students choose their Paraoah there won't be much time to do the activity

*Continue working on Ancient Egypt Hands-on Group Activity all week

*Ancient Egypt Geography video and google slides

*Egypt's 3 Kingdoms-Google Slide Drag and Drop

• https://ideastream.pbslearningmedia.org/resource/idptv11.socst.wh.early.d4kkt2/king-tut/?utm_source=facebo

Unit 3: Early Civilizations-Egypt

Social Studies - 6th grade - Last Updated on June 30, 2023

[ok&utm_medium=social&utm_cam...=](#)

- <https://www.youtube.com/watch?v=-obKX-mqjXQ>
- Egypt/Mesopotamia Kahoot Reviews
- Ancient Egypt/Mesopotamia Google Forms Review
- Egypt BINGO
- Ancient Egypt GoogleSlides PowerPoint and Fill-In Notes
- Ancient Egypt for Kids Video with Arizona Smith
- Egypt Geography Google Slides Activity
- Life on the Nile-Simulation Game
- Ancient Egypt Virtual Field Trip
- CSI Investigation: Was King Tut Murdered?
- This week I added material that I used after the Egypt Unit was "finished". Not all of the above activities will fit into one week.

Unit 3: Early Civilizations-Egypt

Social Studies - 6th grade - Last Updated on June 30, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Identify important characteristics of the ancient civilization of Egypt. Explain how early civilizations had unique governments, economic systems, social structures, religions, technologies, agricultural practices, and products.

STANDARDS

Ohio - Grade 6 - Social Studies
6.2.
Early civilizations (India, Egypt, China and Mesopotamia) had unique governments, economic systems, social structures, religions, technologies and agricultural practices and products. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.
6.1.
Multiple tier timelines can be used to show relationships among events and places.
6.7.
Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.
6.8.
Diffusion of agricultural practices and products, technology, cultural practices and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) impacted the Eastern Hemisphere.
6.6.
The variety of physical environments within the Eastern Hemisphere influences human activities. Likewise, human activities modify the physical environment.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Egypt Worksheets

EdPuzzle Assignments

Egyptian Clay Creations

Hands-on Group Project

Fill-in Notes

Google Quiz

CSI Investigation: Was King Tut Murdered?

Ancient Egypt Virtual Field Trip

Egypt's 3 Kingdoms Drag and Drop Activity in Google Classroom

STANDARDS

Unit 3: Early Civilizations-Egypt

Social Studies - 6th grade - Last Updated on June 30, 2023

Ohio - Grade 6 - Social Studies
6.8.
Diffusion of agricultural practices and products, technology, cultural practices and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) impacted the Eastern Hemisphere.
6.2.
Early civilizations (India, Egypt, China and Mesopotamia) had unique governments, economic systems, social structures, religions, technologies and agricultural practices and products. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.
6.6.
The variety of physical environments within the Eastern Hemisphere influences human activities. Likewise, human activities modify the physical environment.
6.7.
Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.

Unit 4: Early Civilizations-India

Social Studies - 6th grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

*Ancient Civilizations-India (Discover how early civilizations had unique governments, economic systems, social structures, religions, technologies, and agricultural practices and products).

*Investigate religion (Hinduism, Islam) and how world religions spread and what they teach us about different cultures and ways of living, beliefs, etc.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- Ancient India Interactive Slideshow
- India Flocabulary
- India Geography Intro-Google Classroom
- Indus River Valley Civilization
- Ancient India reading sections(1-5) from green history book (scanned pages)
- Ancient India Crossword Vocabulary Puzzle
- Ancient India Google Slides (Fill-in Notes)
- Headband Activity
- Jataka Tales, Posters, Presentations
- Ancient India Word Search
- Fill in Hinduism Notes
- Watch Untouchable Kids video (learning videos for kids)
- India Kahoot
- India Quiz
- Sanskrit Decoder
- NewsELA Gupta Article
- EdPuzzle
- Create your own Mandala-artful creations

Unit 4: Early Civilizations-India

Social Studies - 6th grade - Last Updated on June 30, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Identify important characteristics of the ancient civilization of India. Explain how early civilizations had unique governments, economic systems, social structures, religions, technologies, agricultural practices, and products.

STANDARDS

Ohio - Grade 6 - Social Studies
6.2.
Early civilizations (India, Egypt, China and Mesopotamia) had unique governments, economic systems, social structures, religions, technologies and agricultural practices and products. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.
6.6.
The variety of physical environments within the Eastern Hemisphere influences human activities. Likewise, human activities modify the physical environment.
6.7.
Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.
6.8.
Diffusion of agricultural practices and products, technology, cultural practices and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) impacted the Eastern Hemisphere.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Jataka Tales/Presentations

WebQuest/Fill-In Notes

Google Quiz

EdPuzzle

Mandala/Written Explanation

NewsELA articles/quizzes

STANDARDS

Ohio - Grade 6 - Social Studies
6.1.
Multiple tier timelines can be used to show relationships among events and places.
6.2.

Unit 4: Early Civilizations-India

Social Studies - 6th grade - Last Updated on June 30, 2023

Early civilizations (India, Egypt, China and Mesopotamia) had unique governments, economic systems, social structures, religions, technologies and agricultural practices and products. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.

6.6.

The variety of physical environments within the Eastern Hemisphere influences human activities. Likewise, human activities modify the physical environment.

6.7.

Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.

6.8.

Diffusion of agricultural practices and products, technology, cultural practices and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) impacted the Eastern Hemisphere.

Unit 5: Early Civilizations-China

Social Studies - 6th grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

*Ancient Civilizations-China (Discover how early civilizations had unique governments, economic systems, social structures, religions, technologies, and agricultural practices and products).

*Investigate Buddhism, Confucianism, Hinduism and how world religions spread, and what they teach us about different cultures and ways of living

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- Ancient China Interactive PowerPoint
- Partner Study/Webquest with notes and videos
- Journals Through History Video <https://www.youtube.com/watch?v=YazkYpKsA-4>
- Introduce China's Dynasty with PowerPoint-students can complete their notes on paper or on their computer in Google Classroom
- Ancient China worksheet from civilizations book. Read worksheet together and then give time to complete worksheet
- Terracotta Soldiers Read Aloud and Discussions (Use DOK graph to create questions)
- NewsELA article to students done with notes-An Overview of Imperial China Dynasties
- Silent Army video
- Ancient China:Mongols worksheet
- Arizona Smith, China for kids DVD
- Read The Shang Dynasty worksheet together and fill out the Shang dynasty section of the timeline
- Read the Zhou dynasty worksheet and complete the Zhou section of the timeline
- Read the Qin Dynasty and fill out the timeline
- Han and Tang Dynasty reading and timeline
- Cinderella and Ye-Shen Compare and Contrast-Venn Diagram, paragraph writing <https://www.learner.org/series/interactive-elements-of-a-story/>
- Flocabulary video
- EdPuzzle
- China Kahoot
- China Quiz-can use their notes
- Ancient China Break-Out Session-Hands on Group Activity
- Silk Road Investigation Activity

Unit 5: Early Civilizations-China

Social Studies - 6th grade - Last Updated on June 30, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Identify important characteristics of the ancient civilization of India. Explain how early civilizations had unique governments, economic systems, social structures, religions, technologies, agricultural practices, and products.

STANDARDS

Ohio - Grade 6 - Social Studies
6.2.
Early civilizations (India, Egypt, China and Mesopotamia) had unique governments, economic systems, social structures, religions, technologies and agricultural practices and products. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.
6.6.
The variety of physical environments within the Eastern Hemisphere influences human activities. Likewise, human activities modify the physical environment.
6.7.
Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.
6.8.
Diffusion of agricultural practices and products, technology, cultural practices and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) impacted the Eastern Hemisphere.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Ancient China Fill-in Notes Open Note Google Forms Quiz, Fairytale writing assignment with Venn Diagram, HQSD end-of-year geography/early civilizations assessment

Ancient China Worksheet

Mongols China Worksheet

Yeh-Shen/Cinderella Compare and Contrast Paragraphs

Fill-In Notes

China Quiz

STANDARDS

Ohio - Grade 6 - Social Studies

Unit 5: Early Civilizations-China

Social Studies - 6th grade - Last Updated on June 30, 2023

6.2.
Early civilizations (India, Egypt, China and Mesopotamia) had unique governments, economic systems, social structures, religions, technologies and agricultural practices and products. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.
6.1.
Multiple tier timelines can be used to show relationships among events and places.
6.4.
Latitude and longitude can be used to identify absolute location.
6.5.
Regions can be determined, classified and compared using data related to various criteria including landform, climate, population, and cultural and economic characteristics
6.6.
The variety of physical environments within the Eastern Hemisphere influences human activities. Likewise, human activities modify the physical environment.
6.7.
Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.
6.8.
Diffusion of agricultural practices and products, technology, cultural practices and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) impacted the Eastern Hemisphere.

Unit 6: Economy

Social Studies - 6th grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Basics of Economy

Details about specialization/interdependence

Global Trade

The Four Factors of Production (Land, Labor, Capital, Entrepreneurship)

Goods vs. Services

Supply and Demand

Scarcity and Surplus

Specialization

Global Trade

Types of Economic Systems

Fundamental Questions of Economics

Choices have consequences

Why is competition in the marketplace good for consumers?

Comparing Price, Quality, and Availability of Goods

Unit 6: Economy

Social Studies - 6th grade - Last Updated on June 30, 2023

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- *Children's Books (If You Give a Pig a Pancake, The Hard-Times Jar, The Pickle Patch Bathtub)
- *Competition in the Market Place-Graphic Organizer
- *Specialization Card Creation Activity
- *I Am a Pencil Chart Activity
- *Crayon Auction
- *Goods vs. Services Activity
- *Four Factors of Production-4 corners
- *Shark Tank Activity
- *Future Thoughts (Student Teacher Activity)
- *Economy PowerPoint and Discussion
- *Introduction to Economy Notes/Worksheet
- *Four Factors of Production Jeopardy Game
- *EdPuzzles (Four Factors of Production,
- *Flocabulary Read and Respond Worksheets (Supply/Demand, Needs vs. Wants, Trade)
- *Economy Kahoot
- *Economy Blooket
- *Economic Systems WebQuest
- *The Three Little Pigs-Economic Investigation
- *Economy Types Google Slides and Worksheet
- *Novel Reading (The Lemonade Wars)
- *Flocabulary
- *Global Trade Game
- *Economy 101 Crossword Puzzle
- *Types of Economies Worksheet and reading materials
- *Google Forms Types of Economy Open Note Quiz
- *Economy Study Guide
- *Economy Test (HQSD)
- *Economy Online Games (Lemonade Stand etc.)
- *CapStone eBooks INFOhio
- *Quizzes Four Factors of Production
- *Economy Tic-Tac-Toe Choice Boards
- *Economy Project (4 Parts)

Unit 6: Economy

Social Studies - 6th grade - Last Updated on June 30, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Identify the basic ideas of the economy and have a better understanding of how competition in the marketplace is beneficial for all consumers.

STANDARDS

Ohio - Grade 6 - Social Studies
6.16.
When selecting items to buy, individuals can weigh costs and benefits and compare the price and quality of available goods and services.
6.15.
The interaction of supply and demand, influenced by competition, helps to determine price in a market. This interaction also determines the quantities of outputs produced and the quantities of productive resources (entrepreneurship, human resources, natural resources and capital) used.
6.14.
When regions and/or countries specialize, global trade occurs.
6.13.
The fundamental questions of economics include what to produce, how to produce and for whom to produce.
6.12.
The choices made by individuals and governments have both present and future consequences. The evaluation of choices is relative and may differ across individuals and societies.
6.11.
Economists compare data sets to draw conclusions about relationships among them.

Unit 6: Economy

Social Studies - 6th grade - Last Updated on June 30, 2023

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- *Graphic Organizers
- *WebQuest Worksheets
- *Goods vs. Services Paragraph
- *Shark Tank Project and Presentation
- *The Basics of Economy Crossword Puzzle
- *Types of Economy Cut and Paste Worksheet
- *Types of Economy Google Forms Quiz
- *Economy Test (HQSD end-of-year economy assessment)

STANDARDS

Ohio - Grade 6 - Social Studies
6.16.
When selecting items to buy, individuals can weigh costs and benefits and compare the price and quality of available goods and services.
6.15.
The interaction of supply and demand, influenced by competition, helps to determine price in a market. This interaction also determines the quantities of outputs produced and the quantities of productive resources (entrepreneurship, human resources, natural resources and capital) used.
6.14.
When regions and/or countries specialize, global trade occurs.
6.13.
The fundamental questions of economics include what to produce, how to produce and for whom to produce.
6.12.
The choices made by individuals and governments have both present and future consequences. The evaluation of choices is relative and may differ across individuals and societies.
6.11.
Economists compare data sets to draw conclusions about relationships among them.

Unit 7: Government

Social Studies - 6th grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Governments can be categorized as monarchies, theocracies, dictatorships, or democracies, but categories may overlap and labels may not accurately represent how governments function. The extent of citizens' liberties and responsibilities varies according to limits on governmental authority.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- *Investigating types of Governments
- *iCivics reading articles-crossword puzzle-comparing/identifying clues
- *Types of Government Straw Activity
- *Types of Government Sort Cards
- *SOLE
- *Primary and Secondary Sources-Card Sort and worksheet activities
- * Articles with 3 Level Study Guide Questions

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Identify types of Governments- monarchies, theocracies, dictatorships, democracies

STANDARDS

Ohio - Grade 6 - Social Studies
6.10.
Governments can be categorized as monarchies, theocracies, dictatorships or democracies, but categories may overlap and labels may not accurately represent how governments function. The extent of citizens' liberties and responsibilities varies according to limits on governmental authority.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- *SOLE presentations
- *Government worksheets
- *Government google quiz

STANDARDS

Ohio - Grade 6 - Social Studies
6.10.
Governments can be categorized as monarchies, theocracies, dictatorships or democracies, but categories may overlap and labels may not accurately represent how governments function. The extent of citizens' liberties and responsibilities varies according to limits on governmental authority.

Unit 8: World Religions

Social Studies - 6th grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

The diffusion of cultural practices and major world religions (Buddhism, Christianity, Hinduism, Islam, and Judaism) impacted the Eastern Hemisphere.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- *Reading articles and worksheets for different world religions
- *Buddha Tweets his story and beliefs activity
- *Create a Hinduism iPad App
- * Understanding Islam: An email to Ahmed activity
- *Understanding Christianity Graphic Organizer
- *Judaism Graphic Organizer
- *Decipher The Code Worksheet

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Explain how modern cultural practices show the influence of tradition, including the impact of major world religions (Hinduism, Judaism, Christianity, Islam, Buddhism)

How do modern cultural practices show the influence of tradition, including the impact of major world religions (Hinduism, Judaism, Christianity, Islam, Buddhism)

STANDARDS

Ohio - Grade 6 - Social Studies
6.8.
Diffusion of agricultural practices and products, technology, cultural practices and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) impacted the Eastern Hemisphere.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Religion worksheet packets

STANDARDS

Ohio - Grade 6 - Social Studies
6.8.
Diffusion of agricultural practices and products, technology, cultural practices and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) impacted the Eastern Hemisphere.

Unit 9: Timelines/Primary vs. Secondary Sources

Social Studies - 6th grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

*Different perspectives on a topic can be obtained from a variety of historic and contemporary sources and used to effectively communicate and defend a claim based on evidence. Sources should be examined for accuracy and credibility.

*Multi-tiered timelines can be used to show relationships among events and places.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- Flocabulary video about Primary and Secondary Sources
- Google Classroom Notes over Primary and Secondary
- Primary/Secondary Word Sort
- Primary/Secondary Matching Game
- Primary vs. secondary worksheet identifying which it is and why it is primary or secondary
- Various Timeline Worksheets
- Multi-Tiered Timeline Activity
- Primary and Secondary Sources-Card Sort and worksheets-Google Classroom
- T-Chart Primary vs. Secondary

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Multiple-tier timelines can be used to show relationships among events and places.

Understanding timelines and placing dates correctly

Identify primary and secondary sources

STANDARDS

Ohio - Grade 6 - Social Studies
6.1.
Multiple tier timelines can be used to show relationships among events and places.
6.9.
Different perspectives on a topic can be obtained from a variety of historic and contemporary sources and used to effectively communicate and defend a claim based on evidence. Sources should be examined for accuracy and credibility.

Unit 9: Timelines/Primary vs. Secondary Sources

Social Studies - 6th grade - Last Updated on June 30, 2023

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- Primary vs. Secondary Google activity
- Primary/Secondary Word Sort
- Primary/Secondary Worksheets
- Multi-tiered timeline activity
- Timeline worksheets

STANDARDS

Ohio - Grade 6 - Social Studies
6.1.
Multiple tier timelines can be used to show relationships among events and places.
6.9.
Different perspectives on a topic can be obtained from a variety of historic and contemporary sources and used to effectively communicate and defend a claim based on evidence. Sources should be examined for accuracy and credibility.

Social Studies - 7th grade

Vermilion Local School District

UNITS (4/4 SELECTED)		SUGGESTED DURATION
	Unit 1: Greece	40 lessons
	Unit 2: Rome	51 lessons
	Unit 3: Middle Ages	39 lessons
	Unit 4: Renaissance	34 lessons

Unit 1: Greece

Social Studies - 7th grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Greece

- Greek Geography/Map Skills
- Greek Government
- Greek City States
- Greek Warfare
- Achievements
- Greek Mythology
- Alexander the Great

National History Day

- NHD Theme/Research

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Direct Instruction
Discussions
Collaboration
Videos
Games
Projects
Breakout Room
Virtual Tour
Olympics
Greek Day

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Greece

- Explain how physical geography helped shape the development of Greek societies.
- Explain how Athenian democracy worked.
- Explain how Sparta differed from Athens.
- Explain how the Greek city-states defeat Persia.
- Analyze the effect of Greek religions and mythology on individuals and society.
- Identify the enduring contributions of the Greeks.
- Describe the ways in which Alexander's conquests affected connections between cultures.

National History Day

- Choose a topic that fits the theme, complete research notes, and bibliography.
- Complete research notes and bibliography.

Unit 1: Greece

Social Studies - 7th grade - Last Updated on June 30, 2023

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Greece

Greek Map

Greek Government Chart

Sparta vs. Athens Chart

Persian Wars Project

Geography Quiz

Government Quiz

Sparta/Athens, Wars and Mythology Quiz

Characteristics of Myths

Greek Gods/Hercules

Alexander the Great Packet

Greek Test

NHD

Topic Selection/Source

Source Sheets/Bibliography

STANDARDS

Ohio - Grade 7 - Social Studies

7.2.

The civilizations that developed in Greece and Rome had an enduring impact on later civilizations. This legacy includes governance and law, engineering and technology, art and architecture, as well as literature and history. The Roman Empire also played an instrumental role in the spread of Christianity.

7.13.

Geographic factors promote or impede the movement of people, products and ideas.

7.17.

Greek democracy and the Roman Republic were a radical departure from monarchy and theocracy, influencing the structure and function of modern democratic governments.

7.1.

Historians and archaeologists describe historical events and issues from the perspectives of people living at the time to avoid evaluating the past in terms of today's norms and values.

7.12.

Maps and other geographic representations can be used to trace the development of human settlement over time.

7.16.

Unit 1: Greece

Social Studies - 7th grade - Last Updated on June 30, 2023

Analyzing individual and group perspectives is essential to understanding historic and contemporary issues. Opportunities for civic engagement exist for students to connect real-world issues and events to classroom learning.

7.15.

Improvements in transportation, communication and technology have facilitated cultural diffusion among peoples around the world.

7.21.

The growth of cities and empires fostered the growth of markets. Market exchanges encouraged specialization and the transition from barter to monetary economies.

Unit 2: Rome

Social Studies - 7th grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Rome

- Roman Geography
- Roman Government
- Roman Society
- Roman Warfare
- Julius Caesar
- Roman Achievements
- End of Roman Empire

National History Day

- NHD Theme/Research

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Direct Instruction

Discussions

Collaboration

Mock Trial

Videos

Games

Projects

STEM

Virtual Tour

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Rome

- Describe how geography affected Rome's growth.
- Analyze why and how power was divided among different groups in the Roman Republic.
- Describe the roles men and women held in Roman society.
- Describe how Rome changed after the Punic Wars.
- Identify the Roman achievements in art, literature, and science.
- Discuss the factors that led to the Roman empire's decline.

National History Day

- Complete research notes and bibliography.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Italian Map

Roman Court Case

Punic Wars Project

Quiz

Caesar Murder Mystery

Achievement Centers

Fall of Rome Activity

Rome Test

Source Sheets/Bibliography

Unit 2: Rome

Social Studies - 7th grade - Last Updated on June 30, 2023

STANDARDS

Ohio - Grade 7 - Social Studies

7.2.

The civilizations that developed in Greece and Rome had an enduring impact on later civilizations. This legacy includes governance and law, engineering and technology, art and architecture, as well as literature and history. The Roman Empire also played an instrumental role in the spread of Christianity.

7.13.

Geographic factors promote or impede the movement of people, products and ideas.

7.17.

Greek democracy and the Roman Republic were a radical departure from monarchy and theocracy, influencing the structure and function of modern democratic governments.

7.1.

Historians and archaeologists describe historical events and issues from the perspectives of people living at the time to avoid evaluating the past in terms of today's norms and values.

7.12.

Maps and other geographic representations can be used to trace the development of human settlement over time.

7.16.

Analyzing individual and group perspectives is essential to understanding historic and contemporary issues. Opportunities for civic engagement exist for students to connect real-world issues and events to classroom learning.

7.15.

Improvements in transportation, communication and technology have facilitated cultural diffusion among peoples around the world.

7.3.

The Roman Empire collapsed due to various internal and external factors (political, social and economic) which led to the development of feudalism and the manorial system in the region. The fall of Rome and later invasions also allowed for the creation of new empires in the region.

7.5.

Achievements in medicine, science, mathematics and geography by the Islamic civilization dominated most of the

Unit 2: Rome

Social Studies - 7th grade - Last Updated on June 30, 2023

Mediterranean after the decline of the Roman Empire. These achievements were introduced into Western Europe as a result of the Muslim conquests, Crusades and trade, influencing the European Renaissance.

7.21.

The growth of cities and empires fostered the growth of markets. Market exchanges encouraged specialization and the transition from barter to monetary economies.

Unit 3: Middle Ages

Social Studies - 7th grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Middle Ages

- Europe After Rome
- Feudalism
- Castles
- Crusades
- Islam (Beliefs/Achievements)
- Buddhism, Christianity, Hinduism, Judaism
- Black Death
- Decline of Feudalism

Economics

- Cost-benefit analysis

National History Day

- NHD Project

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Direct Instruction

Discussions

Collaboration

Videos

Games-Minecraft

Projects

Simulation

Graphic Organizers

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Middle Ages

- Analyze how Charlemagne united large parts of western Europe.
- Explain how the decentralized system of feudalism provided order, controlled people, and weakened state power.
- Identify the lasting social and economic effects of the Crusades.
- Describe the impact of trade, growth, and achievements by the Islamic civilization.
- Analyze the impact that the Black Death had on the medieval social order.

Economics

- Analyze the relationship between the costs and benefits of an action.

National History Day

- Complete the project

Unit 3: Middle Ages

Social Studies - 7th grade - Last Updated on June 30, 2023

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Charlemagne's Obituary
Feudalism Activity
Castle Project
Quiz
Valentine's Day Cost-Benefit Simulation
Crusades Article
Religion Graphic Organizer
Better King? Activity
Middle Ages Test
NHD Project/Fair

STANDARDS

Ohio - Grade 7 - Social Studies
7.3.
The Roman Empire collapsed due to various internal and external factors (political, social and economic) which led to the development of feudalism and the manorial system in the region. The fall of Rome and later invasions also allowed for the creation of new empires in the region.
7.1.
Historians and archaeologists describe historical events and issues from the perspectives of people living at the time to avoid evaluating the past in terms of today's norms and values.
7.12.
Maps and other geographic representations can be used to trace the development of human settlement over time.
7.18.
With the decline of feudalism, consolidation of power resulted in the emergence of nation-states.
7.19.
Individuals, governments and businesses must analyze costs and benefits when making economic decisions. A cost- benefit analysis consists of determining the potential costs and benefits of an action and then balancing the costs against the benefits.
7.20.
The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence.
7.16.

Unit 3: Middle Ages

Social Studies - 7th grade - Last Updated on June 30, 2023

Analyzing individual and group perspectives is essential to understanding historic and contemporary issues. Opportunities for civic engagement exist for students to connect real-world issues and events to classroom learning.

7.5.

Achievements in medicine, science, mathematics and geography by the Islamic civilization dominated most of the Mediterranean after the decline of the Roman Empire. These achievements were introduced into Western Europe as a result of the Muslim conquests, Crusades and trade, influencing the European Renaissance.

7.14.

Trade routes connecting Africa, Europe and Asia helped foster the spread of ideas, technology, goods and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) that impacted the Eastern Hemisphere.

7.15.

Improvements in transportation, communication and technology have facilitated cultural diffusion among peoples around the world.

7.6.

The decline of feudalism, the rise of nation-states and the Renaissance in Europe introduced revolutionary ideas, leading to cultural, scientific and social changes.

7.13.

Geographic factors promote or impede the movement of people, products and ideas.

Unit 4: Renaissance

Social Studies - 7th grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Renaissance
Italian Renaissance
Writers and Artists
Renaissance Beyond Italy
Reformation
Age of Exploration/African and Asian Empires

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Direct Instruction
Discussions
Collaboration
Videos
Games
Projects
Virtual Tour
Simulation

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Renaissance
-Discuss how Renaissance ideas influenced Northern Europe.
-Explain how the Mongols conquered Asia and led to unified states.
-Identify the effects of the Renaissance.
-Explain how the Reformation divided the Catholic Church

Age of Exploration
-Identify how trade and competition led to voyages of exploration.

African/Asian Empires
-Explain how trade routes including the trans-Saharan slave trade grew and had proud effects.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Polo: Explorer or Fraud?
Sistine Chapel/Mona Lisa
Printing Press
Silk Road Virtual Tour
Quiz
MLK vs. MLK Jr. Activity
Explorers Chart
Renaissance Test
Columbian Exchange Activity
Trade Simulation Game

STANDARDS

Ohio - Grade 7 - Social Studies

7.6.

Unit 4: Renaissance

Social Studies - 7th grade - Last Updated on June 30, 2023

The decline of feudalism, the rise of nation-states and the Renaissance in Europe introduced revolutionary ideas, leading to cultural, scientific and social changes.

7.1.

Historians and archaeologists describe historical events and issues from the perspectives of people living at the time to avoid evaluating the past in terms of today's norms and values.

7.4.

The Mongols conquered much of Asia which led to unified states in China and Korea. Mongol failure to conquer Japan allowed a feudal system to persist.

7.16.

Analyzing individual and group perspectives is essential to understanding historic and contemporary issues. Opportunities for civic engagement exist for students to connect real-world issues and events to classroom learning.

7.7.

The Reformation introduced changes in religion including the emergence of Protestant faiths and a decline in the political power and social influence of the Roman Catholic Church.

7.8.

Empires in Africa and Asia grew as commercial and cultural centers along trade routes.

7.9.

The advent of the trans-Saharan slave trade had profound effects on both West and Central Africa and the receiving societies.

7.10.

European economic and cultural influence dramatically increased through explorations, conquests and colonization.

7.11.

The Columbian exchange (i.e., the exchange of fauna, flora and pathogens) among previously unconnected parts of the world reshaped societies in ways still evident today.

7.15.

Improvements in transportation, communication and technology have facilitated cultural diffusion among peoples around the world.

Unit 4: Renaissance

Social Studies - 7th grade - Last Updated on June 30, 2023

7.20.

The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence.

7.21.

The growth of cities and empires fostered the growth of markets. Market exchanges encouraged specialization and the transition from barter to monetary economies.

7.5.

Achievements in medicine, science, mathematics and geography by the Islamic civilization dominated most of the Mediterranean after the decline of the Roman Empire. These achievements were introduced into Western Europe as a result of the Muslim conquests, Crusades and trade, influencing the European Renaissance.

7.12.

Maps and other geographic representations can be used to trace the development of human settlement over time.

7.14.

Trade routes connecting Africa, Europe and Asia helped foster the spread of ideas, technology, goods and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) that impacted the Eastern Hemisphere.

7.19.

Individuals, governments and businesses must analyze costs and benefits when making economic decisions. A cost- benefit analysis consists of determining the potential costs and benefits of an action and then balancing the costs against the benefits.

Social Studies - 8th grade

Vermilion Local School District

UNITS (11/11 SELECTED)	SUGGESTED DURATION
 Unit 1: Early Civilizations	13 lessons
 Unit 2: European Exploration	13 lessons
 Unit 3: North American Colonies	13 lessons
 Unit 4: French/Indian War	8 lessons
 Unit 5: Causes of The American Revolution	13 lessons
 Unit 6: Revolutionary War	16 lessons
 Unit 7: A New Government	13 lessons
 Unit 8: The Unites States Constitution	25 lessons
 Unit 9: Westward Expansion	17 lessons
 Unit 10: Causes of The Civil War	15 lessons
 Unit 11: American Civil War	20 lessons

Unit 1: Early Civilizations

Social Studies - 8th grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Early Civilizations-Maya Aztec Inca Native Americans

The effect of European exploration and colonization (Spain, France, England)

STANDARDS

Ohio - Grade 8 - Social Studies
8.2.
North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons.
8.3.
Competition for control of territory and resources in North America led to conflicts among colonizing powers.
8.4.
The practice of race-based slavery led to the forced migration of Africans to the American colonies and contributed to colonial economic development. Their knowledge, skills and traditions were essential to the development of the colonies.
8.1.
Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Push/Pull lecture notes
Early civilization notes
Exploration notes
Class discussions
Keynote project
Kahoot practice
Vocabulary Quizlet practice
Readings- Columbus's diary reading
Textbook

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

The students will be able to understand and explain the effects of European exploration on the early civilizations of North and South America.
Explain and detail the results of European exploration in America including reasons for colonizing and the results of conflict among the powers and how that affects the development of early North America

Unit 1: Early Civilizations

Social Studies - 8th grade - Last Updated on June 30, 2023

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Unit Tests- matching, true/false, multiple choice

Vocabulary assessments

Keynote project

The students will be assessed on their ability to understand and explain the effects of European exploration on the early civilizations of North and South America.
Explain and detail the results of European exploration in America including reasons for colonizing and the results of conflict among the powers and how that affects the development of early North America

ATTACHMENTS

 maya_aztec_inca_keynote.pdf

 maya_aztec_inca_keynote_rubric.pdf

 maya aztec inca keynote.pdf

STANDARDS

Ohio - Grade 8 - Social Studies

8.2.

North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons.

Unit 2: European Exploration

Social Studies - 8th grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

European Exploration- causes and effects of France and England's exploration, colonization, and competition for resources

How this competition led to conflict

STANDARDS

Ohio - Grade 8 - Social Studies
8.3.
Competition for control of territory and resources in North America led to conflicts among colonizing powers.
8.2.
North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons.
8.4.
The practice of race-based slavery led to the forced migration of Africans to the American colonies and contributed to colonial economic development. Their knowledge, skills and traditions were essential to the development of the colonies.
8.1.
Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Push/Pull lecture notes
Early civilization notes
Exploration notes
Class discussions
Keynote project
Kahoot practice
Vocabulary Quizlet practice
Readings- Columbus's diary reading
Textbook

Unit 2: European Exploration

Social Studies - 8th grade - Last Updated on June 30, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

The students will be able to understand and explain the effects of European exploration on the early civilizations of North and South America.
Explain and detail the results of European exploration in America including reasons for colonizing and the results of conflict among the powers and how that affects the development of early North America

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Unit Tests -matching, true/false, multiple choice

Vocabulary assessments

The students will be assessed on their ability to understand and explain the effects of European exploration on the early civilizations of North and South America.
Explain and detail the results of European exploration in America including reasons for colonizing and the results of conflict among the powers and how that affects the development of early North America

STANDARDS

Unit 3: North American Colonies

Social Studies - 8th grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

North American colonies- Race based slavery introduced and the effect it had on economic development of colonies.

The character, identity, and defining characteristics of each colonial region.

House of Burgesses government

Mayflower Compact

STANDARDS

Ohio - Grade 8 - Social Studies
8.3.
Competition for control of territory and resources in North America led to conflicts among colonizing powers.
8.4.
The practice of race-based slavery led to the forced migration of Africans to the American colonies and contributed to colonial economic development. Their knowledge, skills and traditions were essential to the development of the colonies.
8.1.
Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.

House of Burgesses government

Mayflower Compact

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Lecture notes
Classroom discussions
Analysis of maps
Vocabulary Quizlet practice
Jamestown interactive game
Quia practice quizzes
Kahoot practice
Webquest
Movie-The Last of the Mohicans

ATTACHMENTS

 British colonies video quiz

Unit 3: North American Colonies

Social Studies - 8th grade - Last Updated on June 30, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

The students will be able to identify and distinguish between characteristics of early English colonies. Identify the motivations of various groups for settling in America. Explain the impact of slavery both economically and socially.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Unit Test- matching, true/false, multiple choice

Vocabulary assessments

The students will be assessed on their ability to identify and distinguish between characteristics of early English colonies. Identify the motivations of various groups for settling in America. Explain the impact of slavery both economically and socially.

STANDARDS

Unit 4: French/Indian War

Social Studies - 8th grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

French/Indian War- Causes, effects, and outcomes of the war

STANDARDS

Ohio - Grade 8 - Social Studies
8.3.
Competition for control of territory and resources in North America led to conflicts among colonizing powers.
8.2.
North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons.
8.1.
Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.
8.15.
Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Lecture notes
Classroom discussions
Analysis of maps
Vocabulary Quizlet practice
Jamestown interactive game
Quia practice quizzes
Kahoot practice
Webquest
Movie-The Last of the Mohicans

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

The students will be able to identify and distinguish between characteristics of early English colonies. Identify the motivations of various groups for settling in America. Explain the impact of slavery both economically and socially. Identify the causes and outcomes of French and Indian War.

Unit 4: French/Indian War

Social Studies - 8th grade - Last Updated on June 30, 2023

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Unit Test- matching, true/false, multiple choice

Vocabulary assessments

The students will be able to identify and distinguish between characteristics of early English colonies. Identify the motivations of various groups for settling in America. Explain the impact of slavery both economically and socially. Identify the causes and outcomes of French and Indian War.

STANDARDS

Unit 5: Causes of The American Revolution

Social Studies - 8th grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Causes of the American Revolution- Proclamation Act of 1763, taxation of the colonists and regulations including Stamp Act, Sugar Act, Intolerable Acts, Quartering Act and how these shaped colonial feelings of English rule, dissatisfaction with English policies leading to events such as the Boston Massacre and Boston Tea Party.

Intollerable Acts

Quartering Act

STANDARDS

Ohio - Grade 8 - Social Studies
8.4.
The practice of race-based slavery led to the forced migration of Africans to the American colonies and contributed to colonial economic development. Their knowledge, skills and traditions were essential to the development of the colonies.
8.5.
The ideas of the Enlightenment and dissatisfaction with colonial rule led English colonists to write the Declaration of Independence and launch the American Revolution.
8.6.
Key events and significant figures in American history influenced the course and outcome of the American Revolution.
8.1.
Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Taxes/Acts Quizlet practice
Lecture notes
Classroom discussion
Analysis of paintings of Boston Massacre tied to discussion on propaganda
Analysis of maps
Quia practice quizzes
Kahoot practice
Webquest

Unit 5: Causes of The American Revolution

Social Studies - 8th grade - Last Updated on June 30, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

The students will be able to identify and explain various causes of colonial dissatisfaction of English rule. Explain and define taxes and laws relevant to the revolution.
Explain the effect of colonial acts of protest such as Boston Massacre and Boston Tea Party.
Define propaganda.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Unit Test- matching, true/false, multiple choice

Vocabulary quizzes

The students will be able to identify and explain various causes of colonial dissatisfaction of English rule. Explain and define taxes and laws relevant to the revolution.
Explain the effect of colonial acts of protest such as Boston Massacre and Boston Tea Party.
Define propaganda.

STANDARDS

Unit 6: Revolutionary War

Social Studies - 8th grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

The American Revolution- Important people and events that affected the outcome of the war including:

The Declaration of Independence, Valley Forge, George Washington, and Benjamin Franklin. Important battles including Lexington/Concord, Bunker Hill, Saratoga, and Yorktown. The effect the French had in the war. New political, social, and economic relationships for America following the war

STANDARDS

Ohio - Grade 8 - Social Studies
8.1.
Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.
8.5.
The ideas of the Enlightenment and dissatisfaction with colonial rule led English colonists to write the Declaration of Independence and launch the American Revolution.
8.6.
Key events and significant figures in American history influenced the course and outcome of the American Revolution.
8.7.
The outcome of the American Revolution was national independence and new political, social and economic relationships for the American people.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Lecture notes
Battle chart
Classroom discussion
Movie- The Crossing
Readings
Vocabulary Quizlet practice
Kahoot practice
Jeopardy

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

The students will be able to identify and explain key aspects of the war including people, battles, The declaration of Independence, and French involvement and how these impacted the war.
Understand and comprehend the new social, economic, and political relationships as a new country

Unit 6: Revolutionary War

Social Studies - 8th grade - Last Updated on June 30, 2023

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Taxes and Acts quiz

Unit Test- matching, true/false, multiple choice

The students will be able to identify and explain key aspects of the war including people, battles, The declaration of Independence, and French involvement and how these impacted the war.

Understand and comprehend the new social, economic, and political relationships as a new country

STANDARDS

Unit 7: A New Government

Social Studies - 8th grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

A New Government- Shay's rebellion and the adoption of the Articles of Confederation The strengths and weaknesses of our first government. Federalism vs. state powers. Adoption of a national identity

Articles of Confederation
Preamble to the Constitution

STANDARDS

Ohio - Grade 8 - Social Studies

8.7.

The outcome of the American Revolution was national independence and new political, social and economic relationships for the American people.

8.8.

Problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Constitution.

8.1.

Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Lecture notes
Classroom discussion
Kahoot practice
Quia quiz practice

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

The students will be able to identify the characteristics of The Articles of Confederation. Understand and comprehend federalism vs. state powers. Identify why the Articles failed. Identify why we needed a new government. Debate the virtues of a strong national government

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Unit Quiz

The students will be able to identify the characteristics of The Articles of Confederation. Understand and comprehend federalism vs. state powers. Identify why the Articles failed. Identify why we needed a new government. Debate the virtues of a strong national government

STANDARDS

Unit 8: The United States Constitution

Social Studies - 8th grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

The United States Constitution- The Constitutional Convention and the idea of compromises including The Great Compromise and the 3/5th Compromise. The debate between Federalism and Anti-federalism. Thomas Paine and Common Sense. Arguments for a Bill of Rights. The Constitutional Amendments and how they limit the power of the government, separation of powers, checks and balances, a republic

Bill of Rights
amendments

STANDARDS

Ohio - Grade 8 - Social Studies
8.8.
Problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Constitution.
8.9.
Actions of early presidential administrations established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion.
8.20.
Active participation in social and civic groups can lead to the attainment of individual and public goals.
8.21.
Informed citizens understand how media and communication technology influence public opinion.
8.22.
The U.S. Constitution established a federal republic, providing a framework for a national government with elected representatives, separation of powers, and checks and balances.
8.23.
The U.S. Constitution protects citizens' rights by limiting the powers of government.
8.1.
Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.

Unit 8: The United States Constitution

Social Studies - 8th grade - Last Updated on June 30, 2023

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Lecture notes
Classroom discussion
Kahoot practice
Amendment keynote project
Quia quizzes
Movie clip- A More Perfect Union
Jeopardy practice
2nd amendment debate

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

The students will be able to identify and explain the functions and responsibilities of the 3 branches of government, explain the concept of checks and balances and how the branches work together, identify and explain key amendments and how they limit government power. Explain federalism and how it relates to the new government.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Amendment quizzes

Unit Test- matching, true/false, multiple choice

The students will be able to identify and explain the functions and responsibilities of the 3 branches of government, explain the concept of checks and balances and how the branches work together, identify and explain key amendments and how they limit government power. Explain federalism and how it relates to the new government.

STANDARDS

Unit 9: Westward Expansion

Social Studies - 8th grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Westward Expansion- The Louisiana Purchase, Manifest Destiny, The Oregon Trail, motives for moving west, the addition of territories through purchases, treaties and war, challenges of traveling west, the effect of expansion economically and politically, The Donner Party, debates of sectional issue including slavery, Texan independence, The Alamo

STANDARDS

Ohio - Grade 8 - Social Studies
8.10.
The United States added to its territory through treaties and purchases.
8.11.
Westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico and the displacement of American Indians.
8.16.
The availability of natural resources contributed to the geographic and economic expansion of the United States, sometimes resulting in unintended environmental consequences.
8.17.
The movement of people, products and ideas resulted in new patterns of settlement and land use that influenced the political and economic development of the United States.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Guided Lecture notes
Classroom discussion
Quia practice quizzes
Kahoot practice
The Oregon Trail game simulation
Readings
Analysis of Manifest Destiny painting with an emphasis on propaganda

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

The students will be able to explain the concept of Manifest Destiny and its effect on the expansion of our country, displacement of Native Americans, and economic expansion. Identify the motivations, challenges and results of emigrating west.
Explain the events surrounding Texan Independence.

Unit 9: Westward Expansion

Social Studies - 8th grade - Last Updated on June 30, 2023

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Unit Test- matching, true/false, multiple choice

The students will be able to explain the concept of Manifest Destiny and its effect on the expansion of our country, displacement of Native Americans, and economic expansion. Identify the motivations, challenges and results of emigrating west.

Explain the events surrounding Texan Independence.

STANDARDS

Unit 10: Causes of The Civil War

Social Studies - 8th grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Causes of the Civil War- The role of federalism, states' rights, sectional issues, and slavery as causes of the Civil War. Important people and events including the election of Lincoln, slavery, Fort Sumter, Bull Run, Gettysburg. Missouri Compromise, Popular Sovereignty, Uncle Tom's Cabin, abolitionists

STANDARDS

Ohio - Grade 8 - Social Studies

8.12.

Disputes over the nature of federalism, complicated by economic developments in the United States, resulted in sectional issues, including slavery, which led to the American Civil War.

8.13.

Key events and significant figures in American history influenced the course and outcome of the Civil War.

8.18.

Cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole.

8.19.

Americans began to develop a unique national identity among diverse regional and cultural populations based on democratic ideals.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Guided lecture notes
Classroom discussion
Quia practice quizzes
Causes chart
Battle keynote project
Movie clip- Andersonville

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

The students will be able to identify and explain the many causes of the Civil War including slavery, the election of Linclon, states rights (10th amendment), economic and social differences, sectionalism, a growing abolition movement, The Fugitive Slave Act, Secession

Unit 10: Causes of The Civil War

Social Studies - 8th grade - Last Updated on June 30, 2023

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Vocabulary quiz

Unit Test- matching, true/false, multiple choice

The students will be able to identify and explain the many causes of the Civil War including slavery, the election of Linclon, states rights (10th amendment), economic and social differences, sectionalism, a growing abolition movement, The Fugitive Slave Act, Secession

STANDARDS

Unit 11: American Civil War

Social Studies - 8th grade - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

The American Civil War- Important people and events including Lincoln, Robert E Lee, Jefferson Davis, Ulysses S. Grant, Gettysburg, The Emancipation Proclamation, 13th, 14th, 15th amendments, Reconstruction, reasons why the North won and the South lost (analysis of regional differences)

Civil War soldier diary entry
Emancipation Proclamation

STANDARDS

Ohio - Grade 8 - Social Studies

8.12.

Disputes over the nature of federalism, complicated by economic developments in the United States, resulted in sectional issues, including slavery, which led to the American Civil War.

8.13.

Key events and significant figures in American history influenced the course and outcome of the Civil War.

8.18.

Cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole.

8.19.

Americans began to develop a unique national identity among diverse regional and cultural populations based on democratic ideals.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Guided lecture notes
Battle chart
Classroom discussion
Kahoot practice
Jeopardy practice

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

The students will be able to explain the outcome of the war relating to regional differences and why the North won. Identify the significance of Gettysburg and the role of important people including Lincoln, Lee, and Grant

Unit 11: American Civil War

Social Studies - 8th grade - Last Updated on June 30, 2023

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Vocabulary quiz

Unit Test- matching, true/false, multiple choice

The students will be able to explain the outcome of the war relating to regional differences and why the North won.
Identify the significance of Gettysburg and the role of important people including Lincoln, Lee, and Grant

STANDARDS

Social Studies - HS - Honors Social Studies 1

Vermilion Local School District

UNITS (12/12 SELECTED)

SUGGESTED DURATION

 Unit 1: Forms of Government Unit	<i>4 lessons</i>
 Unit 2: Enlightenment Unit	<i>7 lessons</i>
 Unit 3: Age of Revolution (American Revolution) Unit	<i>8 lessons</i>
 Unit 4: Age of Revolution (French Revolution) Unit	<i>12 lessons</i>
 Unit 5: Causes of Industrial Revolution Unit	<i>15 lessons</i>
 Unit 6: Effects of Industrial Revolution Unit	<i>12 lessons</i>
 Unit 7: European Imperialism	<i>11 lessons</i>
 Unit 8: U.S. Imperialism	<i>12 lessons</i>
 Unit 9: World War I	<i>16 lessons</i>
 Unit 10: Years Between the Wars (Roaring 20s) Unit	<i>8 lessons</i>
 Unit 11: Years Between the Wars (Great Depression) Unit	<i>12 lessons</i>
 Unit 12: Years Between the Wars (European)	<i>20 lessons</i>

Unit 1: Forms of Government Unit

Social Studies - HS - Honors Social Studies 1 - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

- Direct democracy
- Representative democracy
- Dictatorship
- Absolute Monarchy
- Constitutional Monarchy
- Socialism
- Communism

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- Pre-test
- Vocabulary
- Lecture
- Role Play Activity

ATTACHMENTS

 form of govt pre-assessment

 forms of govt chart/notes.docx

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- Essential Question: What form of govt. Is the best?
 - Answer and support opinion

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Creating an argument write: Which form of government is the best?

STANDARDS

Ohio - High School - Social Studies - Modern World History

MWH.2.

Historians develop theses and use evidence to support or refute positions.

ATTACHMENTS

 forms of govt. argument write rubric.docx

STANDARDS

Unit 2: Enlightenment Unit

Social Studies - HS - Honors Social Studies 1 - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

- Major Philosopher/ies
 - Hobbes
 - Locke - natural rights
 - Rousseau - social contract theory
 - Montesquieu - separation of powers/checks & balances
 - Voltaire - individual rights
 - Beccaria - judicial rights
 - Wollstonecraft - women's rights

STANDARDS

Ohio - High School - Social Studies - Modern World History
MWH.4.
The Scientific Revolution impacted religious, political, and cultural institutions by challenging how people viewed the world.
MWH.5.
Enlightenment ideas regarding human nature and society challenged religious authority, absolute rule and mercantilism.
MWH.6.
Enlightenment ideas on the relationship of the individual and the government influenced the American and French Revolutions.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- Intro Chunk Reading
- Pre-test
- Vocabulary Prediction
- Lecture
- DBQ Activity

ATTACHMENTS

 enlightenment vocab prediction worksheet.docx

 INTRO TO ENLIGHTENMENT UNIT CHUNK READING

 enlightenment mov pre-test

 enlightenment mov primary source activity

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- Essential Question: How did the Enlightenment ideas help to spur future revolutions & govts.
- DBQ presentations to support ideas

Unit 2: Enlightenment Unit

Social Studies - HS - Honors Social Studies 1 - Last Updated on June 30, 2023

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- DBQ presentations
- Post-assessment - matching & extended response to essential question

STANDARDS

Ohio - High School - Social Studies - Modern World History

MWH.1.

The use of primary and secondary sources of information includes an examination of the credibility of each source.

MWH.2.

Historians develop theses and use evidence to support or refute positions.

ATTACHMENTS

 enlightenment mov post-test

 enlightenment mov primary source activity

STANDARDS

Unit 3: Age of Revolution (American Revolution) Unit

Social Studies - HS - Honors Social Studies 1 - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

- Major Documents
 - Dec. of Independence
 - Articles of Confed
 - NW Ordinance
 - U.S. Constitution
 - Bill of Rights

STANDARDS

Ohio - High School - Social Studies - Modern World History
MWH.6.
Enlightenment ideas on the relationship of the individual and the government influenced the American and French Revolutions.
Ohio - High School - American History
4.
The Declaration of Independence elaborates on the rights and role of the people in building the foundations of the American nation through the principles of unalienable rights and consent of the people.
5.
The Northwest Ordinance elaborates on the rights and role of the people in building the foundations of the American nation through its establishment of natural rights and setting up educational institutions.
6.
The U.S. Constitution established the foundations of the American nation and the relationship between the people and their government.
7.
The debate presented by the Federalist and Anti-Federalist Papers over protections for individuals and limits on government power resulted in the Bill of Rights. The Bill of Rights provides constitutional protections for individual liberties and limits on governmental power.

Unit 3: Age of Revolution (American Revolution) Unit

Social Studies - HS - Honors Social Studies 1 - Last Updated on June 30, 2023

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- Vocabulary Prediction
- Intro Video - take notes
- Event Timeline Activity (pre-test)
- Lecture
- Document Analysis Activity

ATTACHMENTS

 american rev pre-test timeline activity

 american rev document analysis activity

 Intro to American Rev Video Questions

 revolution vocab prediction worksheet.docx

 intro to american rev chunk reading questions

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- Essential Question: How did the Dec. of Independence, Constitution, & Bill of Rights help to form the basis of the U.S.A.
- Presentation of document analysis

Unit 3: Age of Revolution (American Revolution) Unit

Social Studies - HS - Honors Social Studies 1 - Last Updated on June 30, 2023

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- Presentation of document analysis
- Post-assessment - fill-in questions on documents

STANDARDS

Ohio - High School - American History
1.
The use of primary and secondary sources of information includes an examination of the credibility of each source.
4.
The Declaration of Independence elaborates on the rights and role of the people in building the foundations of the American nation through the principles of unalienable rights and consent of the people.
5.
The Northwest Ordinance elaborates on the rights and role of the people in building the foundations of the American nation through its establishment of natural rights and setting up educational institutions.
6.
The U.S. Constitution established the foundations of the American nation and the relationship between the people and their government.
7.
The debate presented by the Federalist and Anti-Federalist Papers over protections for individuals and limits on government power resulted in the Bill of Rights. The Bill of Rights provides constitutional protections for individual liberties and limits on governmental power.

ATTACHMENTS

 AMERICAN REVOLUTION & DOCUMENT ASSESSMENT

 american rev document analysis activity

STANDARDS

Unit 4: Age of Revolution (French Revolution) Unit

Social Studies - HS - Honors Social Studies 1 - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

- Major Figures
 - Louis XIV
 - Louis XVI
 - Marie Antoinette
 - Robespierre
- Major Events
 - Causes
 - Tennis Court Oath
 - Storming of Bastille
 - Dec. of Rights of Man
 - Women Storming of Royal Palace
 - Royals attempt to escape
 - Reign of Terror (death of Marie & Louis XVI)
 - Rise of Directory
 - Reign of Napoleon

STANDARDS

Ohio - High School - Social Studies - Modern World History

MWH.6.

Enlightenment ideas on the relationship of the individual and the government influenced the American and French Revolutions.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- Simulation
- Lecture
- Video/Documentary
 - <https://www.youtube.com/embed/R9RJz8LLhZQ?&wmode=opaque&rel=0>
- What if? Activity/Presentation
- Napoleon Argument Research/Write

ATTACHMENTS

 french rev simulation.pdf

 french rev what if activity

 napoleon argument write

Unit 4: Age of Revolution (French Revolution) Unit

Social Studies - HS - Honors Social Studies 1 - Last Updated on June 30, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- Essential Question: What were the causes, events, and significance/outcome of the French Revolution
- Napoleon Research & argument write
 - Will support opinion with fact

STANDARDS

Ohio - High School - Social Studies - Modern World History

MWH.3.

Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long- and short-term causal relations.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- What if? Presentations
- Napoleon Argument Writes

STANDARDS

Ohio - High School - American History

2.

Historians develop theses and use evidence to support or refute positions.

3.

Historians analyze cause, effect, sequence and correlation in historical events, including multiple causation and long- and short-term causal relations.

Ohio - High School - Social Studies - Modern World History

MWH.7.

The American and French Revolutions influenced Latin American revolutions for independence.

ATTACHMENTS

 french rev timeline assessment

 Napoleon Argumentative Rubric

 french rev what if activity

STANDARDS

Unit 5: Causes of Industrial Revolution Unit

Social Studies - HS - Honors Social Studies 1 - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

- Components Necessary for Industrialization
 - Resources
 - Labor
 - Economic Concept - Capitalism
 - Entrepreneur - Monopolies
 - Capital/Money
 - Consumer
 - Technology
 - Transportation
- Reconstruction
 - Presidential Plans
 - Amendments (13th, 14th, 15th)
 - Impeachment of Andrew Johnson
 - Rise of KKK
 - Election of 1876 & end of era
 - Jim Crow Laws
 - Westward Expansion - Homestead, Pacific RR, & Dawes Act

STANDARDS

Ohio - High School - American History
8.
The rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agrarian to an increasingly urban industrial society.
11.
Continued settlement by Americans in the West intensified conflict with American Indians and reinforced the policy of the reservation system.
12.
Following Reconstruction, old political and social structures reemerged and racial discrimination was institutionalized.
Ohio - High School - Modern World History
12.
Advances in technology, communication and transportation improved lives, but also had negative consequences.

Unit 5: Causes of Industrial Revolution Unit

Social Studies - HS - Honors Social Studies 1 - Last Updated on June 30, 2023

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- Vocabulary Prediction
- Create A City Activity
- Lecture
- Industrial Revolution Project
 - Intro chunk reading
 - Vocabulary Prediction
 - Pre-test
 - Lecture
 - DBQ
 - Homestead, Pacific RR, & Dawes Act reading and analysis

ATTACHMENTS

 create a city activity questions

 Copy of create a city activity.pdf

 European Industrial Revolution Project

 industrialization vocab prediction worksheet copy

 reconstruction primary source activity

 Westward Expansion Legislation Reading Questions

 Pacific Railroad Act.docx

 dawes act reading copy.pdf

 homestead act reading copy.pdf

 reconstruction vocab prediction worksheet

 Intro to Reconstruction Chunk Reading & Questions

 reconstruction video questions .docx

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- Essential Question: What components are necessary to become an industrial nation?
- Research and formulate an educated opinion on if a nation should become industrial
 - Essential Question: What lasting social, political, economic changes occurred as a result of Reconstruction?
 - DBQ Analysis

Unit 5: Causes of Industrial Revolution Unit

Social Studies - HS - Honors Social Studies 1 - Last Updated on June 30, 2023

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Argument Write

Presentation of DBQ analysis

Post-test - multiple choice, short answer, extended response

STANDARDS

Ohio - High School - American History
1.
The use of primary and secondary sources of information includes an examination of the credibility of each source.
2.
Historians develop theses and use evidence to support or refute positions.
3.
Historians analyze cause, effect, sequence and correlation in historical events, including multiple causation and long- and short-term causal relations.

ATTACHMENTS

 european industrial rev argument write post test

 reconstruction post-test

STANDARDS

Unit 6: Effects of Industrial Revolution Unit

Social Studies - HS - Honors Social Studies 1 - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

- Urbanization
- Immigration
- Socialism & Labor Unions within U.S.
- Progressive Movement
 - Causes
 - Topics - prohibition, suffrage, worker consumer protection, urban renewal/city political reform
 - Major Figures
 - Major Legislation
 - Progressivism at Federal Level - Roosevelt, Taft, Election 1912, Wilson

STANDARDS

Ohio - High School - American History
9.
The rise of industrialization led to a rapidly expanding workforce. Labor organizations grew amidst unregulated working conditions, laissez-faire policies toward big business, and violence toward supporters of organized labor.
10.
Immigration, internal migration and urbanization transformed American life.
13.
The Progressive era was an effort to address the ills of American society stemming from industrial capitalism, urbanization and political corruption.
Ohio - High School - Social Studies - Modern World History
MWH.8.
Industrialization had social, political and economic effects on Western Europe and the world.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- Intro chunk reading
- Pre-test
- Lecture
- Vocabulary Prediction
- City Forum Activity

ATTACHMENTS

 progressivism vocab prediction worksheet.docx

 us industrial rev pre-test

 city forum activity

Unit 6: Effects of Industrial Revolution Unit

Social Studies - HS - Honors Social Studies 1 - Last Updated on June 30, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- Essential Question: What progressive reforms & reforms emerged in response to political corruption and practices of big business
- Essential Question: During the Progressive era which American President had the biggest impact: Roosevelt, Taft, Wilson
- Research progressive topic and present argument with facts

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Post-test - matching, multiple choice, chart fill-in, short answer, & extended response

STANDARDS

Ohio - High School - American History

2.

Historians develop theses and use evidence to support or refute positions.

ATTACHMENTS

 us industrial rev post-test 2022

STANDARDS

Unit 7: European Imperialism

Social Studies - HS - Honors Social Studies 1 - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

- Causes & Management of Imperialism
- Imperialism in Africa
- Imperialism in India
- Imperialism in Middle East/Muslim Lands
- Imperialism in SE Asia
- Imperialism in China
- Imperialism in Japan

STANDARDS

Ohio - High School - Social Studies - Modern World History
MWH.9.
Imperial expansion had political, economic and social roots.
MWH.10.
Imperialism involved land acquisition, extraction of raw materials, spread of Western values and direct political control.
MWH.11.
The consequences of imperialism were viewed differently by the colonizers and the colonized.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- Intro chunk reading
- Vocabulary Prediction
- Pre-test
- World Map
- Lecture
- Legacy of European Imperialism Project

ATTACHMENTS



european imperialsim pre-test



european imperialism chunk reading



legacy of imperialism activity



map worksheet country list



imperialism vocab prediction worksheet copy.docx

Unit 7: European Imperialism

Social Studies - HS - Honors Social Studies 1 - Last Updated on June 30, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- Essential Question: Why did industrial nations embark on a competition for overseas empires?
- Essential Question: Was Western Imperialism as a whole more beneficial for non-Western nations -or- more harmful?
- Present impact of imperialism from project and support

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Argument Write

STANDARDS

Ohio - High School - Social Studies - Modern World History

MWH.2.

Historians develop theses and use evidence to support or refute positions.

ATTACHMENTS

 european imperialism argument write

 European Imperialism Argumentative Rubric

STANDARDS

Unit 8: U.S. Imperialism

Social Studies - HS - Honors Social Studies 1 - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

- Dealings w/ Hawaii
- Spanish-American War
 - Causes (Yellow Journalism)
 - Events - mobilization, Battle at San Juan Hill, Battle at Santiago
 - Outcome - T. of Paris, Platt Amendment, Foraker Act, Philippine War
- Teddy's Big Stick Policies
- Taft's Dollar Diplomacy
- Wilson's Moral Diplomacy

STANDARDS

Ohio - High School - American History

14.

As a result of overseas expansion, the Spanish-American War and World War I, the United States emerged as a world power.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- Intro chunk reading
- Pre-test
- Yellow Journalism Analysis Activity
- Lecture
- Video/Documentary
- DBQ
- Reading Chart - events under Roosevelt, Taft, Wilson

ATTACHMENTS

 us imperialism chunk reading

 us imperialism intro video questions

 us imperialism primary source activity

 us imperialism pre-test

 yellow journalism document questions.pdf

 yellow journalism cartoons.pdf

 three presidents three policies reading.pdf

Unit 8: U.S. Imperialism

Social Studies - HS - Honors Social Studies 1 - Last Updated on June 30, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- Essential Question: Was U.S. Imperialism a proper and legitimate policy for the U.S. at the turn of the 19th century?
 - Analyze sources to answer and support

STANDARDS

Ohio - High School - American History

1.

The use of primary and secondary sources of information includes an examination of the credibility of each source.

2.

Historians develop theses and use evidence to support or refute positions.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- Multiple choice & extended response

ATTACHMENTS

 us imperialism post-test

STANDARDS

Unit 9: World War I

Social Studies - HS - Honors Social Studies 1 - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

World War I

- Causes (MAIN & assassination of archduke ferdinand)
- Trench Warfare
 - Military plans
 - Military weapons
 - conditions
- U.S. Homefront
 - Role of women, minorities, govt., industry
- Paris Peace Conference
- Treaty of Versailles - outcome and how led to WWII

Russian Revolution

- Major Figures
 - Czar Nicolas II, Rasputin, Lenin, Trosky, Stalin
- Major Events
 - Russo-Japanese War
 - Bloody Sunday
 - March Revolution
 - Return of Lenin
 - White vs Red Army
 - New Economic Policy
 - Creation of USSR
 - Rise of Stalin

STANDARDS

Ohio - High School - Social Studies - Modern World History
MWH.13.
The causes of World War I included militarism, imperialism, nationalism and alliances.
MWH.14.
The consequences of World War I and the worldwide depression set the stage for the Russian Revolution, the rise of totalitarianism, aggressive Axis expansion and the policy of appeasement which in turn led to World War II.
MWH.15.
Oppression and discrimination resulted in the Armenian Genocide during World War I and the Holocaust during World War II.

Unit 9: World War I

Social Studies - HS - Honors Social Studies 1 - Last Updated on June 30, 2023

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

World War I

- Simulation
- Intro chunk reading
- Pre-test
- Lecture
- Video on assassination
- U.S. Homefront Activity
- What ifs? Of WWI activity

Russian Revolution

- Intro chunk reading
- Pre-test
- Lecture
- Video clips on events
- Analysis of book Animal Farm

ATTACHMENTS

 world war i chunk reading

 wwi pre-test

 world war i what if activity

 assassination archduke video.mov

 end of wwi worksheets.pdf

 WWI HOMEFRONT ACTIVITY

 animal farm assignments

 animal farm chapter discussion questions

 commandment worksheet & chart

 character chart

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

World War I

- Essential Question: Explain causes of WWI?
- Essential Question: How did the Treaty of Versailles led to WWII?

Russian Revolution

- Students will connect ideas from novel Animal Farm to events and concepts of the event

Unit 9: World War I

Social Studies - HS - Honors Social Studies 1 - Last Updated on June 30, 2023

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

World War I

- Post-test - matching & extended response

Russian Revolution

- Chapter activities from Animal Farm

ATTACHMENTS



wwi post-test



animal farm assignments

STANDARDS

Unit 10: Years Between the Wars (Roaring 20s) Unit

Social Studies - HS - Honors Social Studies 1 - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

- Party Theme - Flapper, Harlem Renaissance/Jazz Music, the "Hero, Film Industry
- Mask Theme - Organized Crime, political corruption
- Clash/Contradiction Theme - Liberal vs Conservative, Rise of KKK

STANDARDS

Ohio - High School - American History
15.
After World War I, the United States pursued efforts to maintain peace in the world. However, as a result of the national debate over the Versailles Treaty ratification and the League of Nations, the United States moved away from the role of world peacekeeper and limited its involvement in international affairs.
16.
Racial intolerance, anti-immigrant attitudes and the Red Scare contributed to social unrest after World War I.
17.
An improved standard of living for many, combined with technological innovations in communication, transportation and industry, resulted in social and cultural changes and tensions.
18.
Movements such as the Harlem Renaissance, African-American migration, women's suffrage and Prohibition all contributed to social change.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- Intro chunk reading
- Pre-test
- Lecture
- Theme Presentations

ATTACHMENTS

 roaring 20s video notes.docx

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- Essential Question: How did the end of WWI led to an era of U.S. isolation and an improved standard of living for many that resulted in social & cultural changes and tension?

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- Movie Analysis

ATTACHMENTS

 cinderella_man_prompt.pages

Unit 10: Years Between the Wars (Roaring 20s) Unit

Social Studies - HS - Honors Social Studies 1 - *Last Updated on June 30, 2023*

STANDARDS

Unit 11: Years Between the Wars (Great Depression) Unit

Social Studies - HS - Honors Social Studies 1 - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

- Causes - failing industry, maldistribution of wealth, buying on credit, stock market speculation, investment, & crash
- Effects - mass unemployment, hoovervilles, impact on women & minorities, Dust Bowl
- FDR & New Deal philosophy and programs
- Impact/Success of New Deal

STANDARDS

Ohio - High School - American History
19.
The Great Depression was caused, in part, by the federal government's monetary policies, stock market speculation, and increasing consumer debt. The role of the federal government expanded as a result of the Great Depression.
20.
During the 1930s, the U.S. government attempted to distance the country from earlier interventionist policies in the Western Hemisphere as well as retain an isolationist approach to events in Europe and Asia until the beginning of World War II.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- Intro chunk reading
- Pre-test
- Lecture
- Primary source analysis
- Life in Great Depression Simulation
- Stock Market Investment Game
- DBQ

STANDARDS

Ohio - High School - American History
1.
The use of primary and secondary sources of information includes an examination of the credibility of each source.
2.
Historians develop theses and use evidence to support or refute positions.

ATTACHMENTS

 great depression photo analysis worksheet

 causes of depression source reading and questions

Unit 11: Years Between the Wars (Great Depression) Unit

Social Studies - HS - Honors Social Studies 1 - Last Updated on June 30, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- Intro chunk reading
- Pre-test
- Lecture
- Primary source analysis
- Life in Great Depression Simulation
- Stock Market Investment Game
- DBQ

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Primary Source Analysis Project

ATTACHMENTS

 great_depression_project_.doc

STANDARDS

Unit 12: Years Between the Wars (European)

Social Studies - HS - Honors Social Studies 1 - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

- Causes - world wide depression, rise of totalitarianism, aggression met with appeasement

STANDARDS

Ohio - High School - Social Studies - Modern World History

MWH.14.

The consequences of World War I and the worldwide depression set the stage for the Russian Revolution, the rise of totalitarianism, aggressive Axis expansion and the policy of appeasement which in turn led to World War II.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- Intro chunk reading
- Pre-test
- Lecture
- Video Clips

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- Essential Question: How did the end of WWI led to economic depression, isolation, and the rise of totalitarianism which ultimately caused WWII

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- Post-assessment - matching and extended response

STANDARDS

Social Studies - 8th grade honors

Vermilion Local School District

UNITS (11/11 SELECTED)

 Unit 1: Early Civilizations	<i>15 lessons</i>
 Unit 2: European Exploration	<i>15 lessons</i>
 Unit 3: North American Colonies	<i>13 lessons</i>
 Unit 4: French/Indian War	<i>10 lessons</i>
 Unit 5: Causes of The American Revolution	<i>13 lessons</i>
 Unit 6: Revolutionary War	<i>16 lessons</i>
 Unit 7: A New Government	<i>13 lessons</i>
 Unit 8: The Unites States Constitution	<i>25 lessons</i>
 Unit 9: Westward Expansion	<i>17 lessons</i>
 Unit 10: Causes of The Civil War	<i>15 lessons</i>
 Unit 11: American Civil War	<i>20 lessons</i>

Unit 1: Early Civilizations

Social Studies - 8th grade honors - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Early Civilizations-Maya Aztec Inca Native Americans

The effect of European exploration and colonization (Spain, France, England)

STANDARDS

Ohio - Grade 8 - Social Studies
8.2.
North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons.
8.3.
Competition for control of territory and resources in North America led to conflicts among colonizing powers.
8.4.
The practice of race-based slavery led to the forced migration of Africans to the American colonies and contributed to colonial economic development. Their knowledge, skills and traditions were essential to the development of the colonies.
8.1.
Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Push/Pull lecture notes
Early civilization notes
Exploration notes
Class discussions
Keynote project
Kahoot practice
Vocabulary Quizlet practice
Readings- Columbus's diary reading
Textbook

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

The students will be able to understand and explain the effects of European exploration on the early civilizations of North and South America.
Explain and detail the results of European exploration in America including reasons for colonizing and the results of conflict among the powers and how that affects the development of early North America

Unit 1: Early Civilizations

Social Studies - 8th grade honors - Last Updated on June 30, 2023

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Unit Tests- matching, true/false, multiple choice

Vocabulary assessments

Keynote project

Written response question

The students will be able to understand and explain the effects of European exploration on the early civilizations of North and South America.

Explain and detail the results of European exploration in America including reasons for colonizing and the results of conflict among the powers and how that affects the development of early North America

The students will be able to describe and the motivations of Spanish explorers in a properly written paragraph emphasizing themes and supporting arguments.

ATTACHMENTS

 maya_aztec_inca_keynote_rubric.pdf

 maya_aztec_inca_keynote.pdf

STANDARDS

Ohio - Grade 8 - Social Studies

8.2.

North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons.

Unit 2: European Exploration

Social Studies - 8th grade honors - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

European Exploration- causes and effects of France and England's exploration, colonization, and competition for resources

How this competition led to conflict

Mayflower Compact

House of Burgesses Government

STANDARDS

Ohio - Grade 8 - Social Studies
8.3.
Competition for control of territory and resources in North America led to conflicts among colonizing powers.
8.2.
North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons.
8.4.
The practice of race-based slavery led to the forced migration of Africans to the American colonies and contributed to colonial economic development. Their knowledge, skills and traditions were essential to the development of the colonies.
8.1.
Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Push/Pull lecture notes
Early civilization notes
Exploration notes
Class discussions
Keynote project
Kahoot practice
Vocabulary Quizlet practice
Readings- Columbus's diary reading
Textbook

Unit 2: European Exploration

Social Studies - 8th grade honors - Last Updated on June 30, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

The students will be able to understand and explain the effects of European exploration on the early civilizations of North and South America.

Explain and detail the results of European exploration in America including reasons for colonizing and the results of conflict among the powers and how that affects the development of early North America

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Unit Tests - matching, true/false, multiple choice

Vocabulary assessments

Extended response question

The students will be able to understand and explain the effects of European exploration on the early civilizations of North and South America.

Explain and detail the results of European exploration in America including reasons for colonizing and the results of conflict among the powers and how that affects the development of early North America

The students will be able to describe and the motivations of Spanish explorers in a properly written paragraph emphasizing themes and supporting arguments.

STANDARDS

Unit 3: North American Colonies

Social Studies - 8th grade honors - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

North American colonies- Race based slavery introduced and the effect it had on economic development of colonies.

The character, identity, and defining characteristics of each colonial region.

Intolerable Acts

Quartering Act

STANDARDS

Ohio - Grade 8 - Social Studies
8.3.
Competition for control of territory and resources in North America led to conflicts among colonizing powers.
8.4.
The practice of race-based slavery led to the forced migration of Africans to the American colonies and contributed to colonial economic development. Their knowledge, skills and traditions were essential to the development of the colonies.
8.1.
Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Lecture notes
Classroom discussions
Analysis of maps
Vocabulary Quizlet practice
Jamestown interactive game
Quia practice quizzes
Kahoot practice
Webquest
Movie-The Last of the Mohicans
Novel- The Starving Time(Jamestown)

ATTACHMENTS

 British colonies video quiz

Unit 3: North American Colonies

Social Studies - 8th grade honors - Last Updated on June 30, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

The students will be able to identify and distinguish between characteristics of early English colonies. Identify the motivations of various groups for settling in America. Explain the impact of slavery both economically and socially.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Unit Test- matching, true/false, multiple choice

Vocabulary assessments

Novel Questions

The students will be able to identify and distinguish between characteristics of early English colonies. Identify the motivations of various groups for settling in America. Explain the impact of slavery both economically and socially.

The students will be assessed on their ability to comprehend the details and facts from the book *The Starving Time*

STANDARDS

Unit 4: French/Indian War

Social Studies - 8th grade honors - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

French/Indian War- Causes, effects, and outcomes of the war

STANDARDS

Ohio - Grade 8 - Social Studies
8.3.
Competition for control of territory and resources in North America led to conflicts among colonizing powers.
8.2.
North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons.
8.1.
Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.
8.15.
Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Lecture notes
Classroom discussions
Analysis of maps
Vocabulary Quizlet practice
Jamestown interactive game
Quia practice quizzes
Kahoot practice
Webquest
Movie-The Last of the Mohicans

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

The students will be able to identify and distinguish between characteristics of early English colonies. Identify the motivations of various groups for settling in America. Explain the impact of slavery both economically and socially. Identify the causes and outcomes of French and Indian War.

Unit 4: French/Indian War

Social Studies - 8th grade honors - Last Updated on June 30, 2023

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Unit Test- matching, true/false, multiple choice

Vocabulary assessments

Extended response question

The students will be able to identify and distinguish between characteristics of early English colonies. Identify the motivations of various groups for settling in America. Explain the impact of slavery both economically and socially. Identify the causes and outcomes of French and Indian War.

The students will be able to describe the effects of slavery in a properly written paragraph emphasizing themes and supporting arguments.

STANDARDS

Unit 5: Causes of The American Revolution

Social Studies - 8th grade honors - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Causes of the American Revolution- Proclamation Act of 1763, taxation of the colonists and regulations including Stamp Act, Sugar Act, Intolerable Acts, Quartering Act and how these shaped colonial feelings of English rule, dissatisfaction with English policies leading to events such as the Boston Massacre and Boston Tea Party.

Intollerable Acts

Quartering Act

STANDARDS

Ohio - Grade 8 - Social Studies
8.4.
The practice of race-based slavery led to the forced migration of Africans to the American colonies and contributed to colonial economic development. Their knowledge, skills and traditions were essential to the development of the colonies.
8.5.
The ideas of the Enlightenment and dissatisfaction with colonial rule led English colonists to write the Declaration of Independence and launch the American Revolution.
8.6.
Key events and significant figures in American history influenced the course and outcome of the American Revolution.
8.1.
Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Taxes/Acts Quizlet practice
Lecture notes
Classroom discussion
Analysis of paintings of Boston Massacre tied to discussion on propaganda
Analysis of maps
Quia practice quizzes
Kahoot practice
Webquest
Novel- The Starving Time(Jamestown)

Unit 5: Causes of The American Revolution

Social Studies - 8th grade honors - Last Updated on June 30, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

The students will be able to identify and explain various causes of colonial dissatisfaction of English rule. Explain and define taxes and laws relevant to the revolution.
Explain the effect of colonial acts of protest such as Boston Massacre and Boston Tea Party.
Define propaganda.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Unit Test- matching, true/false, multiple choice

Vocabulary quizzes

Novel Questions

The students will be able to identify and explain various causes of colonial dissatisfaction of English rule. Explain and define taxes and laws relevant to the revolution.
Explain the effect of colonial acts of protest such as Boston Massacre and Boston Tea Party.
Define propaganda.

The students will be assessed on their ability to comprehend the details and facts from the book American Revolution

STANDARDS

Unit 6: Revolutionary War

Social Studies - 8th grade honors - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

The American Revolution- Important people and events that affected the outcome of the war including:

The Declaration of Independence, Valley Forge, George Washington, and Benjamin Franklin. Important battles including Lexington/Concord, Bunker Hill, Saratoga, and Yorktown. The effect the French had in the war. New political, social, and economic relationships for America following the war

Declaration Of Independence

Olive Branch Petition

STANDARDS

Ohio - Grade 8 - Social Studies
8.1.
Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.
8.5.
The ideas of the Enlightenment and dissatisfaction with colonial rule led English colonists to write the Declaration of Independence and launch the American Revolution.
8.6.
Key events and significant figures in American history influenced the course and outcome of the American Revolution.
8.7.
The outcome of the American Revolution was national independence and new political, social and economic relationships for the American people.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Lecture notes

Battle chart

Classroom discussion

Movie- The Crossing

Readings

Vocabulary Quizlet practice

Kahoot practice

Jeopardy

Bracket Challenge-Founding Fathers

Debate relevant issues (compliance with laws vs. righteous disobedience)

Unit 6: Revolutionary War

Social Studies - 8th grade honors - Last Updated on June 30, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

The students will be able to identify and explain key aspects of the war including people, battles, The declaration of Independence, and French involvement and how these impacted the war.
Understand and comprehend the new social, economic, and political relationships as a new country

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Taxes and Acts quiz

Unit Test- matching, true/false, multiple choice

Essay Writing-Causes of the American Revolution

The students will be able to identify and explain key aspects of the war including people, battles, The declaration of Independence, and French involvement and how these impacted the war.
Understand and comprehend the new social, economic, and political relationships as a new country

The students will demonstrate their ability to write a proper written response pertaining to the causes of the American Revolution.

STANDARDS

Unit 7: A New Government

Social Studies - 8th grade honors - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

A New Government- Shay's rebellion and the adoption of the Articles of Confederation The strengths and weaknesses of our first government. Federalism vs. state powers. Adoption of a national identity

Articles of Confederation

STANDARDS

Ohio - Grade 8 - Social Studies

8.7.

The outcome of the American Revolution was national independence and new political, social and economic relationships for the American people.

8.8.

Problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Constitution.

8.1.

Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Lecture notes

Classroom discussion

Kahoot practice

Quia quiz practice

encourage debate over new constitution, federalists vs. anti-federalists

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

The students will be able to identify the characteristics of The Articles of Confederation. Understand and comprehend federalism vs. state powers. Identify why the Articles failed. Identify why we needed a new government. Debate the virtues of a strong national government

Unit 7: A New Government

Social Studies - 8th grade honors - Last Updated on June 30, 2023

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Unit Quiz- matching and multiple choice

extended response essay

The students will be able to identify the characteristics of The Articles of Confederation. Understand and comprehend federalism vs. state powers. Identify why the Articles failed. Identify why we needed a new government. Debate the virtues of a strong national government

The students will be able to describe the strengths and weaknesses of the Articles of Confederation in a properly written paragraph emphasizing themes and supporting arguments.

STANDARDS

Unit 8: The United States Constitution

Social Studies - 8th grade honors - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

The United States Constitution- The Constitutional Convention and the idea of compromises including The Great Compromise and the 3/5th Compromise. The debate between Federalism and Anti-federalism. Thomas Paine and Common Sense. Arguments for a Bill of Rights. The Constitutional Amendments and how they limit the power of the government, separation of powers, checks and balances, a republic

Bill of Rights
Preamble of Constitution
amendments

STANDARDS

Ohio - Grade 8 - Social Studies
8.8.
Problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Constitution.
8.9.
Actions of early presidential administrations established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion.
8.20.
Active participation in social and civic groups can lead to the attainment of individual and public goals.
8.21.
Informed citizens understand how media and communication technology influence public opinion.
8.22.
The U.S. Constitution established a federal republic, providing a framework for a national government with elected representatives, separation of powers, and checks and balances.
8.23.
The U.S. Constitution protects citizens' rights by limiting the powers of government.
8.1.
Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.

Unit 8: The United States Constitution

Social Studies - 8th grade honors - Last Updated on June 30, 2023

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Lecture notes
Classroom discussion
Kahoot practice
Amendment keynote project
Quia quizzes
Movie clip- A More Perfect Union
Jeopardy practice
2nd amendment debate
Amendment Keynote project
small group, student led discussions

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

The students will be able to identify and explain the functions and responsibilities of the 3 branches of government, explain the concept of checks and balances and how the branches work together, identify and explain key amendments and how they limit government power. Explain federalism and how it relates to the new government.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Amendment quizzes

Unit Test- matching, true/false, multiple choice

Amendment Keynote project

2nd amendment debate

The students will be able to identify and explain the functions and responsibilities of the 3 branches of government, explain the concept of checks and balances and how the branches work together, identify and explain key amendments and how they limit government power. Explain federalism and how it relates to the new government.

The students will demonstrate their understanding of the amendments through a keynote project

The student will be assessed on their ability to properly defend a position in a debate using supporting arguments and details

STANDARDS

Unit 9: Westward Expansion

Social Studies - 8th grade honors - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Westward Expansion- The Louisiana Purchase, Manifest Destiny, The Oregon Trail, motives for moving west, the addition of territories through purchases, treaties and war, challenges of traveling west, the effect of expansion economically and politically, The Donner Party, debates of sectional issue including slavery, Texan independence, The Alamo

STANDARDS

Ohio - Grade 8 - Social Studies
8.10.
The United States added to its territory through treaties and purchases.
8.11.
Westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico and the displacement of American Indians.
8.16.
The availability of natural resources contributed to the geographic and economic expansion of the United States, sometimes resulting in unintended environmental consequences.
8.17.
The movement of people, products and ideas resulted in new patterns of settlement and land use that influenced the political and economic development of the United States.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Guided Lecture notes
Classroom discussion
Quia practice quizzes
Kahoot practice
The Oregon Trail game simulation
Readings
Analysis of Manifest Destiny painting with an emphasis on propaganda

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

The students will be able to explain the concept of Manifest Destiny and its effect on the expansion of our country, displacement of Native Americans, and economic expansion. Identify the motivations, challenges and results of emigrating west.
Explain the events surrounding Texan Independence.

Unit 9: Westward Expansion

Social Studies - 8th grade honors - Last Updated on June 30, 2023

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Unit Test- matching, true/false, multiple choice

The students will be able to explain the concept of Manifest Destiny and its effect on the expansion of our country, displacement of Native Americans, and economic expansion. Identify the motivations, challenges and results of emigrating west.

Explain the events surrounding Texan Independence.

STANDARDS

Unit 10: Causes of The Civil War

Social Studies - 8th grade honors - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Causes of the Civil War- The role of federalism, states' rights, sectional issues, and slavery as causes of the Civil War. Important people and events including the election of Lincoln, slavery, Fort Sumter, Bull Run, Gettysburg. Missouri Compromise, Popular Sovereignty, Uncle Tom's Cabin, abolitionists

STANDARDS

Ohio - Grade 8 - Social Studies

8.12.

Disputes over the nature of federalism, complicated by economic developments in the United States, resulted in sectional issues, including slavery, which led to the American Civil War.

8.13.

Key events and significant figures in American history influenced the course and outcome of the Civil War.

8.18.

Cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole.

8.19.

Americans began to develop a unique national identity among diverse regional and cultural populations based on democratic ideals.

8.1.

Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Guided lecture notes
Classroom discussion
Quia practice quizzes
Causes chart
Battle keynote project
Movie clip- Andersonville
Novel on Slavery
encourage debate over secession and states rights

Unit 10: Causes of The Civil War

Social Studies - 8th grade honors - Last Updated on June 30, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

The students will be able to identify and explain the many causes of the Civil War including slavery, the election of Linclon, states rights (10th amendment), economic and social differences, sectionalism, a growing abolition movement, The Fugitive Slave Act, Secession

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Vocabulary quiz

Unit Test- matching, true/false, multiple choice

Novel Questions

The students will be able to identify and explain the many causes of the Civil War including slavery, the election of Linclon, states rights (10th amendment), economic and social differences, sectionalism, a growing abolition movement, The Fugitive Slave Act, Secession

The students will be assessed on their ability to comprehend the facts and concepts from the novel Slavery

STANDARDS

Unit 11: American Civil War

Social Studies - 8th grade honors - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

The American Civil War- Important people and events including Lincoln, Robert E Lee, Jefferson Davis, Ulysses S. Grant, Gettysburg, The Emancipation Proclamation, 13th,14th,15th amendments, Reconstruction, reasons why the North won and the South lost (analysis of regional differences)

Civil War soldier diary entry
Civile War photography
Emancipation Proclamation

STANDARDS

Ohio - Grade 8 - Social Studies
8.12.
Disputes over the nature of federalism, complicated by economic developments in the United States, resulted in sectional issues, including slavery, which led to the American Civil War.
8.13.
Key events and significant figures in American history influenced the course and outcome of the Civil War.
8.18.
Cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole.
8.19.
Americans began to develop a unique national identity among diverse regional and cultural populations based on democratic ideals.
8.1.
Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Guided lecture notes
Battle chart
Classroom discussion
Kahoot practice
Jeopardy practice
encourage debate over secession and states rights

Unit 11: American Civil War

Social Studies - 8th grade honors - Last Updated on June 30, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

The students will be able to explain the outcome of the war relating to regional differences and why the North won. Identify the significance of Gettysburg and the role of important people including Lincoln, Lee, and Grant

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Vocabulary quiz

Unit Test- matching, true/false, multiple choice

extended response question

The students will be able to explain the outcome of the war relating to regional differences and why the North won. Identify the significance of Gettysburg and the role of important people including Lincoln, Lee, and Grant

The students will be able to describe the effects of slavery in a properly written paragraph emphasizing themes and supporting arguments.

STANDARDS

Social Studies - Adulting 101

Vermilion Local School District

UNITS (7/7 SELECTED)	SUGGESTED DURATION
<div></div> Unit 1: Money Management	16 lessons
<div></div> Unit 2: Professionalism and Careers	10 lessons
<div></div> Unit 3: Clothing and Sewing	18 lessons
<div></div> Unit 4: Food Safety and Preparation	22 lessons
<div></div> Unit 5: Housing Basics	5 lessons
<div></div> Unit 6: Healthcare and Emergency Preparedness	10 lessons
<div></div> Unit 7: Car Basics	5 lessons

Unit 1: Money Management

Social Studies - Adulting 101 - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Budgeting: Looking at and understanding a paycheck, creating and establishing a budget

Trimming The Budget: Evaluating lifestyle choices, Comparing brands and stores, Couponing, Apps to save

Smart Shopping: Analyzing Advertising, Knowing the Value of Product, Looking at Reviews, Knowing How much to Tip

Ways to Pay: Writing Checks, Balancing Checkbooks, Credit Card Basics, Credit Reports and Scores, Mobile Apps

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Direct instruction, small groups, class discussion, Calculating a Monthly Budget, Comparing Stores Generic vs. Name Brand Lab Analyzing advertising techniques, Writing a Check Practice, Balancing a Check Book Practice

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Create a budget based on various income amounts; prioritize wants and needs; Identify and understand various forms of payment (including how to use, pros/cons); Find and use cost saving methods (apps, coupons, trimming budgets, etc.); Balance a checkbook; How much to tip

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Unit test composed of multiple choice questions, as well as demonstrating how to establish a budget, writing a check, and balancing a checkbook

STANDARDS

National Standards (JumpStart) - K-12 - Personal Finance Education (2015)	
SS.1.	
Develop a plan for spending and saving.	
SS.2.	
Develop a system for keeping and using financial records.	
SS.3.	
Describe how to use different payment methods.	
SS.4.	
Apply consumer skills to spending and saving decisions.	
CD.	

Unit 1: Money Management

Social Studies - Adulting 101 - Last Updated on June 30, 2023

Credit and Debt - Develop strategies to control and manage credit and debt.
CD.2.
Summarize a borrower's rights and responsibilities related to credit reports.
CD.3.
Apply strategies to avoid or correct debt management problems.
CD.1.
Analyze the costs and benefits of various types of credit.

Unit 2: Professionalism and Careers

Social Studies - Adulting 101 - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Career Assessments - Personality and Career Inventory

Filling out job applications and locating employment

Interviewing Skills

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Direct instruction, small groups, class discussion, Ohio Means Jobs - Big Interview, Career and Personality Assessments

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Identifying personality traits that match career choices; Inventories that show students job choice based on training/college; Learn to tie a tie; Be able to be interview effectively

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Unit test composed of multiple choice questions, mock interview

STANDARDS

National FACS - 1.0 Career, Community and Family Connections	
1.1.4	Analyze potential effects of career path decisions on balancing work and family.
1.1.6	Develop a life plan, including pathways to acquiring the knowledge and skills needed to achieve individual, family, and career goals.Content Standard
1.2	Demonstrate transferable and employability skills in school, community and workplace settings.
1.2.1	Analyze potential career choices to determine the knowledge, skills, and attitudes associated with each career.
1.2.2	Demonstrate job seeking and job keeping skills.
1.2.3	

Apply communication skills in school, community and workplace settings.
1.2.4
Demonstrate teamwork skills in school, community and workplace settings.
1.2.6
Demonstrate leadership skills and abilities in school, workplace and community settings.
1.2.8
Demonstrate work ethics and professionalism.Content Standard

Unit 3: Clothing and Sewing

Social Studies - Adulting 101 - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Types and maintenance of various textiles and fabrics, how to do a load of laundry including ironing, stain removal, tools and equipment of hand-sewing, basic stitches of hand-sewing, parts of a sewing machine, how to use a sewing machine.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Direct instruction, small groups, class discussion, Looking at Your Clothes, Clothing Stations - ironing/sorting, Stain Lab

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Identify types of fabrics; Be able to do a load of laundry; Learn basic stitches and be able to make basic repairs; Clean and treat stains

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Unit test composed of multiple choice questions, Doing a Load of Laundry, Sample Swatch, Hand Sewn Project

STANDARDS

National FACS - 16.0 Textiles, Fashion, and Apparel	
16.2	
Evaluate fiber and textile products and materials.	
16.2.1	
Apply appropriate terminology for identifying, comparing, and analyzing the most common generic textile fibers.	
16.2.2	
Evaluate performance characteristics of textile fiber and fabrics.	
16.2.4	
Analyze effects of textile characteristics on design, construction, care, use, and maintenance of products.	
16.2.5	
Apply appropriate procedures for care of textile products.	
16.2.7	
Evaluate quality of textiles, fashion, and apparel construction and fit.	

Unit 3: Clothing and Sewing

Social Studies - Adulting 101 - Last Updated on June 30, 2023

16.3.1
Explain the ways in which fiber, fabric, texture, pattern, and finish can affect visual appearance.
16.3.3
Utilize elements and principles of design in designing, constructing, and/or altering textile, apparel, and fashion products.
16.4
Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.
16.4.1
Demonstrate professional skills in using a variety of equipment, tools, and supplies for fashion, apparel, and textile construction, alteration, and repair.

Unit 4: Food Safety and Preparation

Social Studies - Adulting 101 - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Food and Kitchen Safety, Following a Recipe, Kitchen Equipment and Abbreviations, Adjusting Recipes, Cooking Techniques and Demonstrations, Microwave Meals

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Direct instruction, small groups, class discussion ,Identifying Kitchen Equipment, Identifying abbreviations and conversions, Adjusting Recipes

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Prevent food borne illnesses; identify various cooking techniques; be able to prepare basic meals; explain how to convert recipes (cutting, doubling, etc.)

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Unit test composed of multiple choice questions, Cooking Demonstrations

STANDARDS

National FACS - 14.0 Nutrition and Wellness
14.3.2
Design strategies that meet the health and nutrition requirements of individuals and families with special needs.
14.4
Evaluate factors that affect food safety from production through consumption.
14.4.1
Analyze conditions and practices that promote safe food handling.
14.4.5
Analyze food borne illness factors, including causes, foods at risk, and methods of prevention commercially and by individuals and families.

STANDARDS

National FACS - 14.0 Nutrition and Wellness
14.4.5
Analyze food borne illness factors, including causes, foods at risk, and methods of prevention commercially and by individuals and families.

Unit 4: Food Safety and Preparation

Social Studies - Adulting 101 - Last Updated on June 30, 2023

National FACS - 8.0 Food Production and Services	
8.2	
Demonstrate food safety and sanitation procedures.	
8.2.1	
Identify characteristics of major food borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.	
8.2.6	
Demonstrate proper purchasing, receiving, storage, and handling of both raw and prepared foods.	
8.2.7	
Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and other food products.	
8.2.8	
Analyze current types of cleaning materials and sanitizers for proper uses and safety hazards.	
8.3.6	
Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving, including hand tools and small ware.	
8.5.2	
Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.	
8.5.4	
Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of variety of foods.	
8.5.5	
Prepare various meats, seafood, and poultry using safe handling and professional preparation techniques.	
8.5.10	

Unit 4: Food Safety and Preparation

Social Studies - Adulting 101 - Last Updated on June 30, 2023

Prepare breads, baked goods and desserts using safe handling and professional preparation techniques.
8.5.11
Prepare breakfast meats, eggs, cereals, and batter products using safe handling and professional preparation techniques.
8.6.2
Practice inventory procedures including first in/first out concept, date marking, and specific record keeping.

Unit 5: Housing Basics

Social Studies - Adulting 101 - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Pros/cons of buying a house/renting an apartment, features of houses and apartments

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Direct instruction, small groups, class discussion, Cost of moving out; Looking for a house and apartment

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Evaluate the pros and cons between renting and owning; identifying living arrangements that are within the budget; Explain the importance of the location of a house

STANDARDS

National Standards (JumpStart) - K-12 - Personal Finance Education (2015)

RMI.2.

Justify reasons to use property and liability insurance.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Unit test composed of multiple choice questions

STANDARDS

National FACS - 11.0 Housing and Interior Design

11.2.2

Analyze the psychological impact that the principles and elements of design have on the individual.

11.6.2

Assess client's community, family, and financial resources needed to achieve housing and interior design goals.

Unit 6: Healthcare and Emergency Preparedness

Social Studies - Adulting 101 - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Health Insurance Basics, Emergency Preparedness, Home Remedies

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Direct instruction, small groups, class discussion

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Understand the basics of insurance (deductible, copayment, networks); Evaluate the benefits of various types of medical plans/insurances; Describe home remedies for common injuries; Emergency preparedness

STANDARDS

National Standards (JumpStart) - K-12 - Personal Finance Education (2015)

RMI.3.

Justify reasons to use health, disability, long-term care and life insurance.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Unit test composed of multiple choice questions

STANDARDS

National FACS - 14.0 Nutrition and Wellness

14.1

Analyze factors that influence nutrition and wellness practices across the life span.

14.1.1

Explain physical, emotional, social, psychological, and spiritual components of individual and family wellness.

14.1.3

Analyze the governmental, economic, and technological influences on food choices and practices.

STANDARDS

Unit 7: Car Basics

Social Studies - Adulting 101 - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Common Dashboard Lights, Car Maintenance, Buying/Leasing Cars, Auto-insurance

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Direct instruction, small groups, class discussion, identify dashboard lights, car maintenance webquest, buying or leasing a car

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Evaluate leasing and buying options, Understand car insurance basics, Know common dashboard lights, understand basic car maintenance

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Unit test composed of multiple choice questions

STANDARDS

National Standards (JumpStart) - K-12 - Personal Finance Education (2015)

RMI.2.

Justify reasons to use property and liability insurance.

RMI.

Risk Management and Insurance - Apply appropriate and cost-effective risk management strategies.

STANDARDS

Social Studies - Abnormal Psychology

Vermilion Local School District

UNITS (10/10 SELECTED)

 Unit 1: Intro to Psychology and the Brain	<i>15 lessons</i>
 Unit 2: Anxiety and Obsessive-Compulsive Disorders	<i>10 lessons</i>
 Unit 3: Bipolar and Depressive Disorders	<i>10 lessons</i>
 Unit 4: Schizophrenia and Other Psychotic Disorders	<i>14 lessons</i>
 Unit 5: Personality Disorders: Clusters A, B, and C	<i>17 lessons</i>
 Unit 6: Trauma and Stress Related Disorders	<i>7 lessons</i>
 Unit 7: Dissociative Disorders	<i>5 lessons</i>
 Unit 8: Somatic Disorders (If time permits)	<i>5 lessons</i>
 Unit 9: Neurodevelopmental Disorders (if time permits)	<i>5 lessons</i>
 Unit 10: Sleep-Wake Disorders (if time permits)	<i>5 lessons</i>

Unit 1: Intro to Psychology and the Brain

Social Studies - Abnormal Psychology - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Abnormal Psychology: Past and Present

Models of Abnormality

Clinical Assessment, Diagnosis, and Treatment

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Direct instruction: Defining Abnormality, Abnormality Past and Present, Brain and Biology, Assessment, Diagnosing, and Treatment; small groups: Abnormality Model Presentation; class discussion; film review: It's Kind of a Funny Story

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Gain an understanding of the causes of mental disorders and develop methods to effectively treat these conditions.

Identify and evaluate the way in which disorders are portrayed including accuracies and discrepancies that contribute to societal viewpoints conquering disorders and treatment.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

End of chapter test including multiple choice, model matching; film review

STANDARDS

American Psychological Association (APA) - High School - Biopsychology (2011)	
A.1.	Structure and function of the nervous system in human and non-human animals
A.1.1	Identify the major divisions and subdivisions of the human nervous system
A.1.2	Identify the parts of the neuron and describe the basic process of neural transmission
A.1.3	Differentiate between the structures and functions of the various parts of the central nervous system
A.1.4	

Unit 1: Intro to Psychology and the Brain

Social Studies - Abnormal Psychology - Last Updated on June 30, 2023

Describe lateralization of brain functions
A.1.5
Discuss the mechanisms and the importance of plasticity of the nervous system
A.3.1
Describe concepts in genetic transmission
A.3.2
Describe the interactive effects of heredity and environment
A.3.3
Explain how evolved tendencies influence behavior

Unit 2: Anxiety and Obsessive-Compulsive Disorders

Social Studies - Abnormal Psychology - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Anxiety, Obsessive-Compulsive and Related Disorders: Generalized Anxiety Disorder, Separation Anxiety, Phobias, Social Anxiety Disorder, Panic Disorder, Obsessive Compulsive Disorder
Diagnosis, Treatment, and Portrayal of Disorders

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Direct instruction: Anxiety Disorders; small groups: Virtual Reality; class discussion; film review: The Aviator

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Gain an understanding of the causes of mental disorders and develop methods to effectively treat these conditions.

Identify and evaluate the way in which disorders are portrayed including accuracies and discrepancies that contribute to societal viewpoints conquering disorders and treatment.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

End of chapter test including multiple choice, model matching; film review

STANDARDS

American Psychological Association (APA) - High School - Applications of Psychological Science (2011)	
A.1.	Perspectives on treatment
A.1.1	Explain how psychological treatments have changed over time and among cultures
A.1.2	Match methods of treatment to psychological perspectives
A.1.3	Explain why psychologists use a variety of treatment options
A.2.1	Identify biomedical treatments

Unit 2: Anxiety and Obsessive-Compulsive Disorders

Social Studies - Abnormal Psychology - Last Updated on June 30, 2023

A.2.2
Identify psychological treatments
American Psychological Association (APA) - High School - Individual Variations (2011)
D.1.
Perspectives on abnormal behavior
D.1.1
Define psychologically abnormal behavior
D.1.2
Describe historical and cross-cultural views of abnormality
D.1.5
Discuss the impact of psychological disorders on the individual, family, and society
D.2.2
Discuss the challenges associated with diagnosis
D.2.3
Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders)
D.2.4
Evaluate how different factors influence an individual's experience of psychological disorders

Unit 3: Bipolar and Depressive Disorders

Social Studies - Abnormal Psychology - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Depressive and Bipolar Disorders:

Diagnosis, Treatment, and Portrayal of Disorders

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Direct instruction: Depressive Disorders; class discussion; film review: Silver Linings Playbook

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Gain an understanding of the causes of mental disorders and develop methods to effectively treat these conditions.

Identify and evaluate the way in which disorders are portrayed including accuracies and discrepancies that contribute to societal viewpoints conquering disorders and treatment.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

End of chapter test including multiple choice, vocabulary matching; film review

STANDARDS

American Psychological Association (APA) - High School - Applications of Psychological Science (2011)	
A.1.	Perspectives on treatment
A.1.2	Match methods of treatment to psychological perspectives
A.1.3	Explain why psychologists use a variety of treatment options
A.2.	Categories of treatment and types of treatment providers
A.2.1	Identify biomedical treatments
A.2.2	

Unit 3: Bipolar and Depressive Disorders

Social Studies - Abnormal Psychology - Last Updated on June 30, 2023

Identify psychological treatments
American Psychological Association (APA) - High School - Individual Variations (2011)
D.1.1
Define psychologically abnormal behavior
D.1.
Perspectives on abnormal behavior
D.1.2
Describe historical and cross-cultural views of abnormality
D.1.5
Discuss the impact of psychological disorders on the individual, family, and society
D.2.
Categories of psychological disorders
D.2.1
Describe the classification of psychological disorders
D.2.2
Discuss the challenges associated with diagnosis
D.2.3
Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders)
D.2.4
Evaluate how different factors influence an individual's experience of psychological disorders

Unit 4: Schizophrenia and Other Psychotic Disorders

Social Studies - Abnormal Psychology - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Schizophrenia

Diagnosis, Treatment, and Portrayal of Disorder

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Direct instruction: Schizophrenia; class discussion: The Wicked; film review: A Beautiful Mind; Black Swan

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Gain an understanding of the causes of mental disorders and develop methods to effectively treat these conditions.

Identify and evaluate the way in which disorders are portrayed including accuracies and discrepancies that contribute to societal viewpoints conquering disorders and treatment.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

End of chapter test including multiple choice, symptom matching; film review

STANDARDS

American Psychological Association (APA) - High School - Applications of Psychological Science (2011)

A.1.

Perspectives on treatment

A.1.3

Explain why psychologists use a variety of treatment options

A.2.

Categories of treatment and types of treatment providers

A.2.1

Identify biomedical treatments

A.2.2

Identify psychological treatments

American Psychological Association (APA) - High School - Individual Variations (2011)

Unit 4: Schizophrenia and Other Psychotic Disorders

Social Studies - Abnormal Psychology - Last Updated on June 30, 2023

D.1.
Perspectives on abnormal behavior
D.1.1
Define psychologically abnormal behavior
D.1.2
Describe historical and cross-cultural views of abnormality
D.1.4
Discuss how stigma relates to abnormal behavior
D.1.5
Discuss the impact of psychological disorders on the individual, family, and society
D.2.
Categories of psychological disorders
D.2.1
Describe the classification of psychological disorders
D.2.2
Discuss the challenges associated with diagnosis
D.2.3
Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders)
D.2.4
Evaluate how different factors influence an individual's experience of psychological disorders

Unit 5: Personality Disorders: Clusters A, B, and C

Social Studies - Abnormal Psychology - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Personality Clusters A, B, and C: "Odd - Paranoid, Schizoid, and Schizotypal", "Dramatic - Antisocial, Borderline, Histrionic, and Narcissistic", and "Anxious - Antisocial, Dependent, Obsessive Compulsive"

Diagnosis, Treatment, and Portrayal of the Disorders

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Direct instruction: Cluster A, Cluster B, Cluster C; class discussion film review: Charlie and The Chocolate Factory, The Joker, What About Bob?

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Gain an understanding of the causes of mental disorders and develop methods to effectively treat these conditions.

Identify and evaluate the way in which disorders are portrayed including accuracies and discrepancies that contribute to societal viewpoints conquering disorders and treatment.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

End of chapter test including multiple choice, cluster matching; film review

STANDARDS

American Psychological Association (APA) - High School - Applications of Psychological Science (2011)	
A.1.	Perspectives on treatment
A.1.1	Explain how psychological treatments have changed over time and among cultures
A.1.2	Match methods of treatment to psychological perspectives
A.1.3	Explain why psychologists use a variety of treatment options
A.2.1	Identify biomedical treatments

Unit 5: Personality Disorders: Clusters A, B, and C

Social Studies - Abnormal Psychology - Last Updated on June 30, 2023

A.2.
Categories of treatment and types of treatment providers
A.2.2
Identify psychological treatments
American Psychological Association (APA) - High School - Individual Variations (2011)
D.1.
Perspectives on abnormal behavior
D.1.1
Define psychologically abnormal behavior
D.1.2
Describe historical and cross-cultural views of abnormality
D.1.5
Discuss the impact of psychological disorders on the individual, family, and society
D.2.2
Discuss the challenges associated with diagnosis
D.2.3
Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders)
D.2.4
Evaluate how different factors influence an individual's experience of psychological disorders

Unit 6: Trauma and Stress Related Disorders

Social Studies - Abnormal Psychology - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Disorders of Trauma and Stress: Stress and Arousal, Acute Post Traumatic Stress and Post Traumatic Stress, Diagnosis, Treatment, and Portrayal of Disorders

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Direct instruction, small groups, class discussion, film review

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Gain an understanding of the causes of mental disorders and develop methods to effectively treat these conditions.

Identify and evaluate the way in which disorders are portrayed including accuracies and discrepancies that contribute to societal viewpoints conquering disorders and treatment.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

End of chapter test including multiple choice, vocabulary matching; film review

STANDARDS

American Psychological Association (APA) - High School - Individual Variations (2011)

D.1.1

Define psychologically abnormal behavior

D.1.2

Describe historical and cross-cultural views of abnormality

D.1.5

Discuss the impact of psychological disorders on the individual, family, and society

D.2.2

Discuss the challenges associated with diagnosis

D.2.3

Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders)

D.2.4

Unit 6: Trauma and Stress Related Disorders

Social Studies - Abnormal Psychology - Last Updated on June 30, 2023

Evaluate how different factors influence an individual's experience of psychological disorders
American Psychological Association (APA) - High School - Applications of Psychological Science (2011)
A.1.
Perspectives on treatment
A.1.1
Explain how psychological treatments have changed over time and among cultures
A.1.2
Match methods of treatment to psychological perspectives
A.1.3
Explain why psychologists use a variety of treatment options
A.2.2
Identify psychological treatments
A.2.1
Identify biomedical treatments

Unit 7: Dissociative Disorders

Social Studies - Abnormal Psychology - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Dissociative and Related Disorders: Dissociative Identity Disorder and Dissociative Amnesia
Diagnosis, Treatment, and Portrayal of the Disorder

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Direct instruction, small groups, class discussion, film review

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Gain an understanding of the causes of mental disorders and develop methods to effectively treat these conditions.

Identify and evaluate the way in which disorders are portrayed including accuracies and discrepancies that contribute to societal viewpoints conquering disorders and treatment.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

End of chapter test including multiple choice, vocabulary matching; film review

STANDARDS

American Psychological Association (APA) - High School - Applications of Psychological Science (2011)	
A.1.	Perspectives on treatment
A.1.1	Explain how psychological treatments have changed over time and among cultures
A.1.2	Match methods of treatment to psychological perspectives
A.2.1	Identify biomedical treatments
A.2.2	Identify psychological treatments
A.1.3	Explain why psychologists use a variety of treatment options

Unit 7: Dissociative Disorders

Social Studies - Abnormal Psychology - Last Updated on June 30, 2023

American Psychological Association (APA) - High School - Individual Variations (2011)	
D.1.	Perspectives on abnormal behavior
D.1.1	Define psychologically abnormal behavior
D.1.2	Describe historical and cross-cultural views of abnormality
D.1.5	Discuss the impact of psychological disorders on the individual, family, and society
D.2.2	Discuss the challenges associated with diagnosis
D.2.3	Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders)
D.2.4	Evaluate how different factors influence an individual's experience of psychological disorders

Unit 8: Somatic Disorders (If time permits)

Social Studies - Abnormal Psychology - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Disorders Featuring Somatic Symptoms: Factitious Disorder, Conversion Disorder, Somatic Symptom Disorder, Illness Anxiety Disorder

Diagnosis, Treatment, and Portrayal of Disorders

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Direct instruction, small groups, class discussion, film review: My Girl

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Gain an understanding of the causes of mental disorders and develop methods to effectively treat these conditions.

Identify and evaluate the way in which disorders are portrayed including accuracies and discrepancies that contribute to societal viewpoints conquering disorders and treatment.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

End of chapter test including multiple choice, vocabulary matching; film review

STANDARDS

American Psychological Association (APA) - High School - Applications of Psychological Science (2011)	
A.1.	
Perspectives on treatment	
A.1.1	
Explain how psychological treatments have changed over time and among cultures	
A.1.2	
Match methods of treatment to psychological perspectives	
A.1.3	
Explain why psychologists use a variety of treatment options	
A.2.	
Categories of treatment and types of treatment providers	
A.2.1	

Unit 8: Somatic Disorders (If time permits)

Social Studies - Abnormal Psychology - Last Updated on June 30, 2023

Identify biomedical treatments
A.2.2
Identify psychological treatments
American Psychological Association (APA) - High School - Individual Variations (2011)
D.1.
Perspectives on abnormal behavior
D.1.1
Define psychologically abnormal behavior
D.1.2
Describe historical and cross-cultural views of abnormality
D.1.5
Discuss the impact of psychological disorders on the individual, family, and society
D.2.2
Discuss the challenges associated with diagnosis
D.2.3
Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders)
D.2.4
Evaluate how different factors influence an individual's experience of psychological disorders

Unit 9: Neurodevelopmental Disorders (if time permits)

Social Studies - Abnormal Psychology - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Neurodevelopmental Disorders: ADHD, Autism Spectrum Disorder, Intellectual Disabilities, Dyslexia
Diagnosis, Treatment, and Portrayal of the Disorder

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Direct instruction, small groups, class discussion, film review: Rain Man

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Gain an understanding of the causes of mental disorders and develop methods to effectively treat these conditions.

Identify and evaluate the way in which disorders are portrayed including accuracies and discrepancies that contribute to societal viewpoints concerning disorders and treatment.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

End of chapter test including multiple choice, vocabulary matching; film review

STANDARDS

American Psychological Association (APA) - High School - Individual Variations (2011)	
D.1.	Perspectives on abnormal behavior
D.1.1	Define psychologically abnormal behavior
D.1.2	Describe historical and cross-cultural views of abnormality
D.1.5	Discuss the impact of psychological disorders on the individual, family, and society
D.2.3	Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders)
D.2.4	

Unit 9: Neurodevelopmental Disorders (if time permits)

Social Studies - Abnormal Psychology - Last Updated on June 30, 2023

Evaluate how different factors influence an individual's experience of psychological disorders
D.2.2
Discuss the challenges associated with diagnosis
American Psychological Association (APA) - High School - Applications of Psychological Science (2011)
A.1.3
Explain why psychologists use a variety of treatment options
A.2.
Categories of treatment and types of treatment providers
A.2.1
Identify biomedical treatments
A.2.2
Identify psychological treatments

Unit 10: Sleep-Wake Disorders (if time permits)

Social Studies - Abnormal Psychology - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Sleep Wake Disorders: Narcolepsy, Insomnia, Restless Leg Syndrome, Sleep Apnea

Sleeping and Dreaming

Diagnosis, Treatment, and Portrayal of Disorders

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Direct instruction, small groups, class discussion, film review: Inception

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Gain an understanding of the causes of mental disorders and develop methods to effectively treat these conditions.

Identify and evaluate the way in which disorders are portrayed including accuracies and discrepancies that contribute to societal viewpoints conquering disorders and treatment.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

End of chapter test including multiple choice, vocabulary matching; film review

STANDARDS

American Psychological Association (APA) - High School - Applications of Psychological Science (2011)

A.1.

Perspectives on treatment

A.1.1

Explain how psychological treatments have changed over time and among cultures

A.1.2

Match methods of treatment to psychological perspectives

A.2.1

Identify biomedical treatments

A.2.2

Identify psychological treatments

Unit 10: Sleep-Wake Disorders (if time permits)

Social Studies - Abnormal Psychology - Last Updated on June 30, 2023

A.2.
Categories of treatment and types of treatment providers
American Psychological Association (APA) - High School - Individual Variations (2011)
D.1.
Perspectives on abnormal behavior
D.1.1
Define psychologically abnormal behavior
D.1.2
Describe historical and cross-cultural views of abnormality
D.1.5
Discuss the impact of psychological disorders on the individual, family, and society
D.2.2
Discuss the challenges associated with diagnosis
D.2.3
Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders)
D.2.4
Evaluate how different factors influence an individual's experience of psychological disorders

Social Studies - HS - History in Film

Vermilion Local School District

UNITS (1/1 SELECTED)

 Unit 1: Itemization of Movies

SUGGESTED DURATION

90 lessons

Unit 1: Itemization of Movies

Social Studies - HS - History in Film - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

*Content will fluctuate based on choices students make as far as historical period to cover and what moves to cover. Below is the list of possible content areas and movies. Bold movies are one's we will watch no matter what and we usually get through about 15-18 movies in a semester

Ancient History

1. 300 & 300: Rise of an Empire - details the main battles/events of the Persian War
2. Gladiator - life during the high time of Ancient Rome

Middle Ages/Renaissance

1. Elizabeth & Elizabeth: The Golden Years - details the rise and reign of Queen Elizabeth

Revolutionary War

1. The Patriot - looks at the role of the militia

French-Indian War

1. Last of the Mohican

Texas Independence

- 1) The Alamo - conicals the story of the Battle of the Alamo in San Antonio, Texas

Civil War/Slavery

1. Glory - follows a integrated unit during the Civil War
2. Lincoln - details the role of Lincoln in the final year of the Civil War
3. 12 Years A Slave - a freed man that was sold/forced into slavery
4. Free State of Jones - story of one man who was a Confederate medic who becomes a savior for deserters

Industrialization

1. Far & Away - tells the story of two immigrants coming to American and their assimilation into the new world as well as the expansion West
2. Gangs of New York - showcases urban life of immigrants and crime

Imperialism

1. Last Samurai - details the Westernization of Japan

World War I

1. Flyboys - the story of an American pilot unit that joined the war for the French prior to America entering the war. Looks at the war in the air and the early fighter pilot

Unit 1: Itemization of Movies

Social Studies - HS - History in Film - Last Updated on June 30, 2023

2. 1917 - a cinematic gem of trench warfare

Roaring 20s

1. The Great Gatsby - through the telling of a love story the culture and themes of Roaring 20s come to light (the party, the mask, the contradiction)

World War II

1. Defiance - tells of a group of Jewish escapes that use guerrilla tactics against the Nazis
2. Windtalkers - details the role of Native Americans in WWII as code talkers
3. A League of Their Own - showcases the role of women at home during WWII by detailing the start up of a All-American Baseball League
4. Imitation Game - code breakers
5. Fury - tank crew
6. Hacksaw Ridge - Battle at Okinawa (Pacific front)
7. The Pianist -or- Schindlers List - Holocaust

Cold War

1. Miracle - symbolizes the confrontation between the U.S. & SU during the Cold War by showcasing the 1980 olympic hockey game that pitted the two teams against each other
2. 13 Days - shows the behind the political scene of the Cuban Missile Crisis

Feminism

1. **Mona Lisa Smiles** - depicts the role of the typical 1950s women vs. the growth of a feminist mentality by showcasing a teacher in a all girls college
2. Battle of the Sexes - the story behind the famous tennis match between Bobby Riggs and Billie Jean King
3. On the Basis of Sex - tells the early story of Supreme Court Justice Ruth Bader Ginsburg and her main case as a lawyer on sex discrimination

Civil Rights Movement

1. Mississippi Burning -or- Ghost of Mississippi - true accounts of events in the South
2. Hidden Figures - role of a group of African-American scientist in the space program, despite continue discrimination and segregation
3. **42 & Invictus - Jackie Robinson & Nelson Mandela** - details the role of two important historical figures and their part in integration in their home country
4. Best of Enemies - brings to light the unlikely friendship that develops between a KKK leader and a Civil Rights leader during the movement to integrate a school in 1971 in North Carolina

Vietnam

1. Platoon - fighting in Vietnam

Unit 1: Itemization of Movies

Social Studies - HS - History in Film - Last Updated on June 30, 2023

2. Across the Universe - in a musical format details the anti-war/hippie movement through the music of the Beatles

1950s

1. The Founder - tells the story of Ray Kroc and his vision and development of the fast food chain McDonalds

1960s

1. **Bobby** - encircles the stories of many peoples lives on the day Bobby Kennedy was assassinated
2. JFK - more a conspiracy based movie on the assassination of John F Kennedy

International Events (1970s-1990s)

1. Munich - the tale of a anti-terrorist group that goes after the terrorist that raided, captured and killed a group of Israeli athletes during the 1972 olympics
2. Argo - tells of the covert operation to go in and rescue a group of Americans that escaped the 1979 Iran Hostage situation
3. Blood Diamond - set during the Sierra Leone Civil War the movie describes the corruption of the diamond industry in African war torn zones.
4. Black Hawk Down - details the event of Americans that went into Somalia to help feed the people and remove a corrupt government
5. The Post - details the struggles of the Washington Post to publish the Pentagon Papers
6. All the Presidents Men - looks at the reporters that broke Watergate

International Events (2000s)

1. **Stop-Loss** - exposes the controversial issue of stop-loss during the Afghani & Iraqui war as well as the impact of the war on the young soldiers and their families
2. Zero Dark Thirty - details the controversial event of the discovery and assassination of Osama Bin Laden
- 3) American Sniper - story of most famous American sniper, Chris Kyle
- 4) The Lone Survivor - a group of Navy SEALs get surrounded on a mission into Afghanistan to take out Taliban leader, Ahmad Shah
- 5) 13 Hours - the story of Benghazi through the soldiers that were left on their own
- 6) Spotlight - tells of the relentless persuit of a group of reporters to uncover the corruption within the Catholic Church

****FINAL MOVIE - FORREST GUMP****

STANDARDS

Ohio - High School - Social Studies - American History

Unit 1: Itemization of Movies

Social Studies - HS - History in Film - Last Updated on June 30, 2023

AH.3.
Historians analyze cause, effect, sequence and correlation in historical events, including multiple causation and long- and short-term causal relations.
AH.8.
The rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agrarian to an increasingly urban industrial society.
AH.9.
The rise of industrialization led to a rapidly expanding workforce. Labor organizations grew amidst unregulated working conditions, laissez-faire policies toward big business, and violence toward supporters of organized labor.
AH.10.
Immigration, internal migration and urbanization transformed American life.
AH.11.
Continued settlement by Americans in the West intensified conflict with American Indians and reinforced the policy of the reservation system.
AH.15.
After World War I, the United States pursued efforts to maintain peace in the world. However, as a result of the national debate over the Versailles Treaty ratification and the League of Nations, the United States moved away from the role of world peacekeeper and limited its involvement in international affairs.
AH.19.
The Great Depression was caused, in part, by the federal government's monetary policies, stock market speculation, and increasing consumer debt. The role of the federal government expanded as a result of the Great Depression.
AH.20.
During the 1930s, the U.S. government attempted to distance the country from earlier interventionist policies in the Western Hemisphere as well as retain an isolationist approach to events in Europe and Asia until the beginning of World War II.
AH.21.
United States policy and mobilization of its economic and military resources during World War II affected American society. Despite mistreatment, marginalized groups played important roles in the war effort while continuing to protest unfair treatment.

Unit 1: Itemization of Movies

Social Studies - HS - History in Film - Last Updated on June 30, 2023

AH.23.
The United States followed a policy of containment during the Cold War in response to the spread of communism.
AH.24.
The Second Red Scare and McCarthyism reflected Cold War fears in American society.
AH.25.
The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics.
AH.27.
Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights.
AH.33.
Focusing on foreign policy, the United States faces ongoing economic, political, military, and social challenges in the post-Cold War era and following the attacks of September 11, 2001.
Ohio - High School - Social Studies - Contemporary World Issues
CWI.3.
Individuals can evaluate media messages that are constructed using particular tools, characteristics and conventions for unique purposes. Different communication methods affect how people define and act on issues.
CWI.5.
Individuals can identify, assess and evaluate world events, engage in deliberative civil debate and influence public processes to address global issues.
CWI.8.
Beliefs about civil and human rights vary among social and governmental systems.

Unit 1: Itemization of Movies

Social Studies - HS - History in Film - Last Updated on June 30, 2023

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- Prior to the movie will have a short lesson or reading/discussion about the historical topic that will be delivered
- Will view movie with a worksheet of general discussion questions that are the same for all movies followed by a section of discussion questions specific to the movie
- Student outside research to finish discussion questions - historical accuracies/inaccuracies, historical themes, etc.
- Class Discussion/Debate over movie and the historical topic/event that was portrayed

ATTACHMENTS

 schindler's list discussion question

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- Connect movies to historical themes concepts
- Understand accuracies and inaccuracies of the movies

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- Written discussion questions
- Verbal participation during post-discussion

STANDARDS

Social Studies - HS - Honors Social Studies 2

Vermilion Local School District

UNITS (12/12 SELECTED)

 Unit 1: Key Documents & Reconstruction	<i>14 lessons</i>
 Unit 2: Industrialization, Immigration, & Progressive Era	<i>17 lessons</i>
 Unit 3: Imperialism & WWI	<i>12 lessons</i>
 Unit 4: Roaring 20s & Great Depression	<i>12 lessons</i>
 Unit 5: WWII	<i>21 lessons</i>
 Unit 6: Cold War	<i>15 lessons</i>
 Unit 7: Civil Rights	<i>12 lessons</i>
 Unit 8: Vietnam	<i>12 lessons</i>
 Unit 9: EOC Prep	<i>12 lessons</i>
 Unit 10: Modern America	<i>12 lessons</i>
 Unit 11: Book Analysis Paper	<i>1 lessons</i>
 Unit 12: Research Paper	<i>1 lessons</i>

Unit 1: Key Documents & Reconstruction

Social Studies - HS - Honors Social Studies 2 - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Examination of Primary & Secondary sources (*Also incorporated throughout the year*), Development of thesis (*Also incorporated throughout the year*), Analyze cause and effect (*Also incorporated throughout the year*), Declaration of Independence, Northwest Ordinance, Constitution & Bill of Rights, Debate between Federalists & Anti-Federalists, Reconstruction Amendments, Jim Crow Laws, African American Disenfranchisement

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Warm Up Questions

Interactive activities

Primary Source analysis of all Key Documents

Videos

Short argumentative writing pieces Lecture Notes

Study Guide

BOR Game (Do I have a Right)

BOR Poster Activity **Including Federalist/Anti-Federalist Argument**

Louisiana Literacy Test

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to: Identify the difference between primary & secondary sources. Develop their own thesis statements. Identify key components of the Declaration of Independence, Northwest Ordinance, Constitution, and the Bill of Rights. Identify the differences between the Federalists and Anti-Federalists + their role in creating the Bill of Rights. Define and Describe the Reconstruction Era and its 3 Amendments. Describe how African Americans were disenfranchised post civil war (Grandfather Clause, Poll Tax, Literacy Tests). Define and Discuss Jim Crow Laws.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Unit Test at end of unit which includes End of Course style questions, multiple choice, short answer, and extended responses

ATTACHMENTS

 Unit 1 Test H Amendment Matching .pages

 Unit 1 Test.pages

STANDARDS

Ohio - High School - Social Studies - American History

Unit 1: Key Documents & Reconstruction

Social Studies - HS - Honors Social Studies 2 - Last Updated on June 30, 2023

AH.1.
The use of primary and secondary sources of information includes an examination of the credibility of each source.
AH.2.
Historians develop theses and use evidence to support or refute positions.
AH.3.
Historians analyze cause, effect, sequence and correlation in historical events, including multiple causation and long- and short-term causal relations.
AH.4.
The Declaration of Independence elaborates on the rights and role of the people in building the foundations of the American nation through the principles of unalienable rights and consent of the people.
AH.5.
The Northwest Ordinance elaborates on the rights and role of the people in building the foundations of the American nation through its establishment of natural rights and setting up educational institutions.
AH.6.
The U.S. Constitution established the foundations of the American nation and the relationship between the people and their government.
AH.7.
The debate presented by the Federalist and Anti-Federalist Papers over protections for individuals and limits on government power resulted in the Bill of Rights. The Bill of Rights provides constitutional protections for individual liberties and limits on governmental power.
AH.12.
Following Reconstruction, old political and social structures reemerged and racial discrimination was institutionalized.

Unit 2: Industrialization, Immigration, & Progressive Era

Social Studies - HS - Honors Social Studies 2 - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Rise of corporations, monopolies, Captains of Industry/Robber Barons, Growth of Labor Unions + Issues/ Strikes, Laissez-Faire economic policies, Working Conditions, Immigration, Muckrakers, Fixing of societal issues - Meat Industry - Child Labor - etc, Dawes Act, Homestead Act

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Warm Up Questions, Interactive activities, Videos, Short argumentative writing pieces, Lecture Notes, Study Guide, Robber Baron/Captain or Industry Poster Activity, Muckraker Bento, Immigration social media project, Ellis & Angel Island

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to: Define and Discuss Monopolies. Discuss how monopolies are formed (Vertical & Horizontal Integration). Define, Discuss, & Identify Robber Barons/Captains of Industry. Discuss the growth of Labor Unions and their strategies to obtain better working conditions. Discuss working conditions. Identify muckrakers and their impact on society. Identify and discuss the impact of the Progressive Era on society.

Skills - Analysis, Collaboration, Presentation

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Unit Test/Quiz at end of unit which includes End of Course style questions, multiple choice, short answer, and extended responses

ATTACHMENTS

 Unit 2 H Test

 Unit 2 H Test Writing

STANDARDS

Ohio - High School - Social Studies - American History
AH.8.
The rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agrarian to an increasingly urban industrial society.
AH.9.
The rise of industrialization led to a rapidly expanding workforce. Labor organizations grew amidst unregulated working conditions, laissez-faire policies toward big business, and violence toward supporters of organized labor.
AH.10.
Immigration, internal migration and urbanization transformed American life.
AH.11.

Unit 2: Industrialization, Immigration, & Progressive Era

Social Studies - HS - Honors Social Studies 2 - Last Updated on June 30, 2023

Continued settlement by Americans in the West intensified conflict with American Indians and reinforced the policy of the reservation system.

Unit 3: Imperialism & WWI

Social Studies - HS - Honors Social Studies 2 - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Spanish-American War, Yellow Journalism, Territory Gained from Spanish-American War, Becoming of a World Power, Acquisition of Hawaii & Alaska, United States movement from Neutrality to War during WWI, MAIN, Triple Entente vs Central Powers, Efforts of American people during War, WWI Propaganda, End of War + Treaty of Versailles

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Warm Up Questions, Interactive activities, Videos, Short argumentative writing pieces, Lecture Notes, Study Guide, Spanish-American War group activity, Map Activities, WWI Group Presentation project

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to: Identify and discuss the Spanish American War - Why the U.S. went to war, what the U.S. gained, How the war helped establish the United States as a world power. How the U.S. acquired Hawaii & Alaska as well as their importance. What caused the United States to join WWI, Identify the two alliances from WWI. Identify and Discuss the flaws of the Treaty of Versailles

Skills - Analysis, Collaboration, Presentation

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Unit Test/Quiz at end of unit which includes End of Course style questions, multiple choice, short answer, and extended responses

ATTACHMENTS

 Honors Unit 3 Test

 HONORS Unit 3 Test Writing

STANDARDS

Ohio - High School - Social Studies - American History

AH.13.

The Progressive era was an effort to address the ills of American society stemming from industrial capitalism, urbanization and political corruption.

AH.14.

As a result of overseas expansion, the Spanish-American War and World War I, the United States emerged as a world power.

AH.15.

After World War I, the United States pursued efforts to maintain peace in the world. However, as a result of the national debate over the Versailles Treaty ratification and the League of Nations, the United States moved away from the role of world peacekeeper and limited its involvement in international affairs.

Unit 4: Roaring 20s & Great Depression

Social Studies - HS - Honors Social Studies 2 - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Roaring 20s, Rise of Celebrities, Buying on Margin, 1st Red Scare, Great Migration & Harlem Renaissance, Causes of Great Depression, Response to Great Depression (Hoover & FDR), New Deal & its programs.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Warm Up Questions, Interactive activities, Videos, Short argumentative writing pieces, Lecture Notes, Study Guide, Stock Market Game, 1920s Website

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to:

Describe the Roaring 20s and its role in creating the Great Depression. Discuss the Great Migration/ Harlem Renaissance/ Red Scare. Identify what Caused the Great Depression. Discuss how two separate presidents responded to the Great Depression. Identify the New Deal and its impact.

Skills - Analysis, Collaboration, Analyzing Cause & Effect

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Unit Test at end of unit which includes End of Course style questions, multiple choice, short answer, and extended responses

ATTACHMENTS



Unit 4 Test Honors



Unit 4 Test Writing Honors

STANDARDS

Ohio - High School - Social Studies - American History

AH.15.

After World War I, the United States pursued efforts to maintain peace in the world. However, as a result of the national debate over the Versailles Treaty ratification and the League of Nations, the United States moved away from the role of world peacekeeper and limited its involvement in international affairs.

AH.16.

Racial intolerance, anti-immigrant attitudes and the Red Scare contributed to social unrest after World War I.

AH.17.

An improved standard of living for many, combined with technological innovations in communication, transportation and industry, resulted in social and cultural changes and tensions.

AH.18.

Unit 4: Roaring 20s & Great Depression

Social Studies - HS - Honors Social Studies 2 - Last Updated on June 30, 2023

Movements such as the Harlem Renaissance, AfricanAmerican migration, women's suffrage and Prohibition all contributed to social change.

AH.19.

The Great Depression was caused, in part, by the federal government's monetary policies, stock market speculation, and increasing consumer debt. The role of the federal government expanded as a result of the Great Depression.

AH.20.

During the 1930s, the U.S. government attempted to distance the country from earlier interventionist policies in the Western Hemisphere as well as retain an isolationist approach to events in Europe and Asia until the beginning of World War II.

Unit 5: WWII

Social Studies - HS - Honors Social Studies 2 - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Dictators of WWII, How WWII starts (U.S. not involved yet), American Neutrality, Pearl Harbor and beginning of war for U.S., Holocaust, Turning Points (WWII Battles), Yalta & Potsdam, Atomic Bombings, Homefront during the war (Including Japanese Internment)

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Warm Up Questions, Interactive activities, Videos, Short argumentative writing pieces, Lecture Notes, Study Guide, Netflix Turning Points Project, Atomic Bomb Debate, WWII Tic-Tac-Toe, WWII Dictator Presentations

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to:

Identify & Discuss the Dictators of WWII. Discuss the American policy of neutrality/isolationism. Explain what ends Isolationism. Discuss different WWII battles and determine which ones were a turning point. Create an argument centered around the use of atomic weapons in WWII.

Skills - Analysis, Collaboration, Argumentation

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Unit Test at end of unit which includes End of Course style questions, multiple choice, short answer, and extended responses

ATTACHMENTS

 Honors Unit 5 Test

 Honors Unit 5 Test Writing

STANDARDS

Ohio - High School - Social Studies - American History

AH.20.

During the 1930s, the U.S. government attempted to distance the country from earlier interventionist policies in the Western Hemisphere as well as retain an isolationist approach to events in Europe and Asia until the beginning of World War II.

AH.21.

United States policy and mobilization of its economic and military resources during World War II affected American society. Despite mistreatment, marginalized groups played important roles in the war effort while continuing to protest unfair treatment.

AH.22.

Use of atomic weapons changed the nature of war, altered the balance of power and began the nuclear age. *

Unit 6: Cold War

Social Studies - HS - Honors Social Studies 2 - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Post WWII Superpower Status, Iron Curtain, Containment, Truman Doctrine, Marshall Plan, Berlin Airlift, NATO, Warsaw Pact, Arms Race, Space Race, Cold War issues at Home - McCarthyism, Spies, Korean War, Bay of Pigs Invasion, Cuban Missile Crisis, Fall of Soviet Union

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Warm Up Questions, Interactive activities, Videos, Short argumentative writing pieces, Lecture Notes, Study Guide, Cold War Timeline

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to:

Identify and discuss what makes a superpower, who the two superpowers were, and why they were enemies. Identify the various policy decisions the United States made to combat the Soviet Union and its expansion. Discuss the impact and threat that the arms race posed to the rest of the world. Identify and discuss how the Cold War impacted Americans at home. Identify and discuss the various military conflicts that arose as a result of the Cold War. Discuss the fall of the Soviet Union and its effect.

Skills - Analysis, Collaboration

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Unit Test at end of unit which includes End of Course style questions, multiple choice, short answer, and extended responses

ATTACHMENTS

 Honors Unit 6 Test

 HONORS Unit 6 Writing

STANDARDS

Ohio - High School - Social Studies - American History

AH.22.

Use of atomic weapons changed the nature of war, altered the balance of power and began the nuclear age. *

AH.23.

The United States followed a policy of containment during the Cold War in response to the spread of communism.

AH.24.

The Second Red Scare and McCarthyism reflected Cold War fears in American society.

AH.25.

The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics.

Unit 6: Cold War

Social Studies - HS - Honors Social Studies 2 - Last Updated on June 30, 2023

AH.26.

The collapse of communist governments in Eastern Europe and the U.S.S.R. brought an end to the Cold War.

Unit 7: Civil Rights

Social Studies - HS - Honors Social Studies 2 - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Thurgood Marshall, *Brown v Board of Education* VS *Plessy v Ferguson*, Sit-Ins, March on Selma, 24th Amendment, MLK & his assassination, Emmitt Till, March on Washington, Civil Rights Act, Voting Rights Act, Freedom Summer, Malcolm X, Little Rock 9,

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Warm Up Questions, Interactive activities, Videos, Short argumentative writing pieces, Lecture Notes, Study Guide, Civil Rights Collage

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

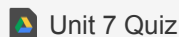
Students will be able to:

Identify and Discuss the major movements/protests of the Civil Rights movement. Identify and discuss the major leaders of the Civil Rights movement. Discuss the role of the Supreme Court and its impact on the movement. Discuss the role of schools.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Unit Test at end of unit which includes End of Course style questions, multiple choice, short answer, and extended responses

ATTACHMENTS



Unit 7 Quiz

STANDARDS

Ohio - High School - Social Studies - American History

AH.27.

Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights.

Unit 8: Vietnam

Social Studies - HS - Honors Social Studies 2 - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Containment, Causes of Vietnam War, Difficulties in fighting the war, American disliking of the war, Protests - Kent. St., My Lai

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Warm Up Questions, Interactive activities, Videos, Short argumentative writing pieces, Lecture Notes, Study Guide, 3 Level Guides, Maps, Protest Song Assignment

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to:

Identify and Discuss the causes of the Vietnam War.

Discuss what made fighting in Vietnam especially difficult. Discuss how and why the American people began to disapprove of the War. Discuss the Kent St. Shooting and its impact.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Unit Test at end of unit which includes End of Course style questions, multiple choice, short answer, and extended responses

STANDARDS

Ohio - High School - Social Studies - American History

AH.25.

The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics.

Unit 9: EOC Prep

Social Studies - HS - Honors Social Studies 2 - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Review topics that will be on the EOC. Prepare Students for EOC.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Warm Up Questions, Interactive activities, Videos, Edulastic (These are former EOC Questions), EOC Study Guide, Flash Cards, Review Games

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to:
Prepare themselves for the End of Course Exam.
Review topics that will be on the End of Course Exam.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

End of Course Exam

STANDARDS

Ohio - High School - Social Studies - American History
AH.1.
The use of primary and secondary sources of information includes an examination of the credibility of each source.
AH.2.
Historians develop theses and use evidence to support or refute positions.
AH.3.
Historians analyze cause, effect, sequence and correlation in historical events, including multiple causation and long- and short-term causal relations.
AH.4.
The Declaration of Independence elaborates on the rights and role of the people in building the foundations of the American nation through the principles of unalienable rights and consent of the people.
AH.5.
The Northwest Ordinance elaborates on the rights and role of the people in building the foundations of the American nation through its establishment of natural rights and setting up educational institutions.
AH.6.
The U.S. Constitution established the foundations of the American nation and the relationship between the people and their government.

Unit 9: EOC Prep

Social Studies - HS - Honors Social Studies 2 - Last Updated on June 30, 2023

AH.7.
The debate presented by the Federalist and Anti-Federalist Papers over protections for individuals and limits on government power resulted in the Bill of Rights. The Bill of Rights provides constitutional protections for individual liberties and limits on governmental power.
AH.8.
The rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agrarian to an increasingly urban industrial society.
AH.9.
The rise of industrialization led to a rapidly expanding workforce. Labor organizations grew amidst unregulated working conditions, laissez-faire policies toward big business, and violence toward supporters of organized labor.
AH.10.
Immigration, internal migration and urbanization transformed American life.
AH.11.
Continued settlement by Americans in the West intensified conflict with American Indians and reinforced the policy of the reservation system.
AH.12.
Following Reconstruction, old political and social structures reemerged and racial discrimination was institutionalized.
AH.13.
The Progressive era was an effort to address the ills of American society stemming from industrial capitalism, urbanization and political corruption.
AH.14.
As a result of overseas expansion, the Spanish-American War and World War I, the United States emerged as a world power.
AH.15.
After World War I, the United States pursued efforts to maintain peace in the world. However, as a result of the national debate over the Versailles Treaty ratification and the League of Nations, the United States moved away from the role of world peacekeeper and limited its involvement in international affairs.
AH.16.

Unit 9: EOC Prep

Social Studies - HS - Honors Social Studies 2 - Last Updated on June 30, 2023

Racial intolerance, anti-immigrant attitudes and the Red Scare contributed to social unrest after World War I.
AH.17.
An improved standard of living for many, combined with technological innovations in communication, transportation and industry, resulted in social and cultural changes and tensions.
AH.18.
Movements such as the Harlem Renaissance, AfricanAmerican migration, women's suffrage and Prohibition all contributed to social change.
AH.19.
The Great Depression was caused, in part, by the federal government's monetary policies, stock market speculation, and increasing consumer debt. The role of the federal government expanded as a result of the Great Depression.
AH.20.
During the 1930s, the U.S. government attempted to distance the country from earlier interventionist policies in the Western Hemisphere as well as retain an isolationist approach to events in Europe and Asia until the beginning of World War II.
AH.21.
United States policy and mobilization of its economic and military resources during World War II affected American society. Despite mistreatment, marginalized groups played important roles in the war effort while continuing to protest unfair treatment.
AH.22.
Use of atomic weapons changed the nature of war, altered the balance of power and began the nuclear age. *
AH.23.
The United States followed a policy of containment during the Cold War in response to the spread of communism.
AH.24.
The Second Red Scare and McCarthyism reflected Cold War fears in American society.
AH.25.
The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics.
AH.26.

Unit 9: EOC Prep

Social Studies - HS - Honors Social Studies 2 - Last Updated on June 30, 2023

The collapse of communist governments in Eastern Europe and the U.S.S.R. brought an end to the Cold War.

AH.27.

Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights.

AH.28.

The postwar economic boom and advances in science and technology, produced changes in American life.

AH.29.

The continuing population flow from cities to suburbs, the internal migrations from the Rust Belt to the Sun Belt, and the increase in immigration resulting from passage of the 1965 Immigration Act have had social and political effects.

AH.30.

Political debates focused on the extent of the role of government in the economy, environmental protection, social welfare and national security.

AH.31.

Improved global communications, international trade, transnational business organizations, overseas competition and the shift from manufacturing to service industries have impacted the American economy.

AH.32.

The United States faced new political, national security and economic challenges in the post-Cold War world and following the attacks on September 11, 2001.

AH.33.

Focusing on foreign policy, the United States faces ongoing economic, political, military, and social challenges in the post-Cold War era and following the attacks of September 11, 2001.

Unit 10: Modern America

Social Studies - HS - Honors Social Studies 2 - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Post War Boom - Movement to suburbs, Great Society vs Reagan Economics, Baby Boom, EPA, Balance between national security and individual rights (PATRIOT Act), growth in technology, Decrease in manufacturing jobs, growth in technology jobs, increase in U.S. trade deficit, 9-11, Great Recession

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Warm Up Questions, Interactive activities, Videos, Short argumentative writing pieces, Lecture Notes, Study Guide

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to: Discuss how the United States changed during the post WWII era and how it turned into what it is today.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Unit Test at end of unit which includes End of Course style questions, multiple choice, short answer, and extended responses

STANDARDS

Ohio - High School - Social Studies - American History
AH.28.
The postwar economic boom and advances in science and technology, produced changes in American life.
AH.29.
The continuing population flow from cities to suburbs, the internal migrations from the Rust Belt to the Sun Belt, and the increase in immigration resulting from passage of the 1965 Immigration Act have had social and political effects.
AH.30.
Political debates focused on the extent of the role of government in the economy, environmental protection, social welfare and national security.
AH.31.
Improved global communications, international trade, transnational business organizations, overseas competition and the shift from manufacturing to service industries have impacted the American economy.
AH.32.
The United States faced new political, national security and economic challenges in the post-Cold War world and following the attacks on September 11, 2001.
AH.33.

Unit 10: Modern America

Social Studies - HS - Honors Social Studies 2 - Last Updated on June 30, 2023

Focusing on foreign policy, the United States faces ongoing economic, political, military, and social challenges in the post-Cold War era and following the attacks of September 11, 2001.

Unit 11: Book Analysis Paper

Social Studies - HS - Honors Social Studies 2 - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

The book analysis assignment for Honors Social Studies II allows students to choose a personal selection from a list of assigned books that have had an impact upon American history. Through their reading and analysis of their chosen book, the student should determine why their book was a significant book in U.S. history. The student should also determine a central lesson to be learned from the book; a potential theme or thesis (a central lesson or argument that the author is attempting to make).

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Will largely be completed outside of class. We will have a few days where students can work on their paper and ask for help as needed.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Writing, Analysis, Argumentation, Time Management,

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Final Paper

ATTACHMENTS

 Book Analysis Assignment 22-23

STANDARDS

Ohio - High School - Social Studies - American History

AH.1.

The use of primary and secondary sources of information includes an examination of the credibility of each source.

AH.2.

Historians develop theses and use evidence to support or refute positions.

AH.3.

Historians analyze cause, effect, sequence and correlation in historical events, including multiple causation and long- and short-term causal relations.

AH.4.

The Declaration of Independence elaborates on the rights and role of the people in building the foundations of the American nation through the principles of unalienable rights and consent of the people.

AH.5.

The Northwest Ordinance elaborates on the rights and role of the people in building the foundations of the American nation through its establishment of natural rights and setting up educational institutions.

Unit 11: Book Analysis Paper

Social Studies - HS - Honors Social Studies 2 - Last Updated on June 30, 2023

AH.6.
The U.S. Constitution established the foundations of the American nation and the relationship between the people and their government.
AH.7.
The debate presented by the Federalist and Anti-Federalist Papers over protections for individuals and limits on government power resulted in the Bill of Rights. The Bill of Rights provides constitutional protections for individual liberties and limits on governmental power.
AH.8.
The rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agrarian to an increasingly urban industrial society.
AH.9.
The rise of industrialization led to a rapidly expanding workforce. Labor organizations grew amidst unregulated working conditions, laissez-faire policies toward big business, and violence toward supporters of organized labor.
AH.10.
Immigration, internal migration and urbanization transformed American life.
AH.11.
Continued settlement by Americans in the West intensified conflict with American Indians and reinforced the policy of the reservation system.
AH.12.
Following Reconstruction, old political and social structures reemerged and racial discrimination was institutionalized.
AH.13.
The Progressive era was an effort to address the ills of American society stemming from industrial capitalism, urbanization and political corruption.
AH.14.
As a result of overseas expansion, the Spanish-American War and World War I, the United States emerged as a world power.
AH.15.

Unit 11: Book Analysis Paper

Social Studies - HS - Honors Social Studies 2 - Last Updated on June 30, 2023

After World War I, the United States pursued efforts to maintain peace in the world. However, as a result of the national debate over the Versailles Treaty ratification and the League of Nations, the United States moved away from the role of world peacekeeper and limited its involvement in international affairs.

AH.16.

Racial intolerance, anti-immigrant attitudes and the Red Scare contributed to social unrest after World War I.

AH.17.

An improved standard of living for many, combined with technological innovations in communication, transportation and industry, resulted in social and cultural changes and tensions.

AH.18.

Movements such as the Harlem Renaissance, AfricanAmerican migration, women's suffrage and Prohibition all contributed to social change.

AH.19.

The Great Depression was caused, in part, by the federal government's monetary policies, stock market speculation, and increasing consumer debt. The role of the federal government expanded as a result of the Great Depression.

AH.20.

During the 1930s, the U.S. government attempted to distance the country from earlier interventionist policies in the Western Hemisphere as well as retain an isolationist approach to events in Europe and Asia until the beginning of World War II.

AH.21.

United States policy and mobilization of its economic and military resources during World War II affected American society. Despite mistreatment, marginalized groups played important roles in the war effort while continuing to protest unfair treatment.

AH.22.

Use of atomic weapons changed the nature of war, altered the balance of power and began the nuclear age. *

AH.23.

The United States followed a policy of containment during the Cold War in response to the spread of communism.

AH.24.

The Second Red Scare and McCarthyism reflected Cold War fears in American society.

Unit 11: Book Analysis Paper

Social Studies - HS - Honors Social Studies 2 - Last Updated on June 30, 2023

AH.25.
The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics.
AH.26.
The collapse of communist governments in Eastern Europe and the U.S.S.R. brought an end to the Cold War.
AH.27.
Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights.
AH.28.
The postwar economic boom and advances in science and technology, produced changes in American life.
AH.29.
The continuing population flow from cities to suburbs, the internal migrations from the Rust Belt to the Sun Belt, and the increase in immigration resulting from passage of the 1965 Immigration Act have had social and political effects.
AH.30.
Political debates focused on the extent of the role of government in the economy, environmental protection, social welfare and national security.
AH.31.
Improved global communications, international trade, transnational business organizations, overseas competition and the shift from manufacturing to service industries have impacted the American economy.
AH.32.
The United States faced new political, national security and economic challenges in the post-Cold War world and following the attacks on September 11, 2001.
AH.33.
Focusing on foreign policy, the United States faces ongoing economic, political, military, and social challenges in the post-Cold War era and following the attacks of September 11, 2001.

Unit 12: Research Paper

Social Studies - HS - Honors Social Studies 2 - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Students are to complete a five to six page research paper concerning a topic from The Cold War, or the Modern American History Era. Topics can include events or people and must be related to topics covered in the class. Papers should contain a thesis or central argument.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Will largely be completed outside of class. We will have a few days where students can work on their paper and ask for help as needed.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Writing, Analysis, Argumentation, Time Management,

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Final Paper

ATTACHMENTS



STANDARDS

Ohio - High School - Social Studies - American History

AH.1.

The use of primary and secondary sources of information includes an examination of the credibility of each source.

AH.33.

Focusing on foreign policy, the United States faces ongoing economic, political, military, and social challenges in the post-Cold War era and following the attacks of September 11, 2001.

AH.32.

The United States faced new political, national security and economic challenges in the post-Cold War world and following the attacks on September 11, 2001.

AH.31.

Improved global communications, international trade, transnational business organizations, overseas competition and the shift from manufacturing to service industries have impacted the American economy.

AH.30.

Political debates focused on the extent of the role of government in the economy, environmental protection, social welfare and national security.

Unit 12: Research Paper

Social Studies - HS - Honors Social Studies 2 - Last Updated on June 30, 2023

AH.29.

The continuing population flow from cities to suburbs, the internal migrations from the Rust Belt to the Sun Belt, and the increase in immigration resulting from passage of the 1965 Immigration Act have had social and political effects.

AH.28.

The postwar economic boom and advances in science and technology, produced changes in American life.

AH.27.

Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights.

AH.26.

The collapse of communist governments in Eastern Europe and the U.S.S.R. brought an end to the Cold War.

AH.25.

The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics.

AH.24.

The Second Red Scare and McCarthyism reflected Cold War fears in American society.

AH.23.

The United States followed a policy of containment during the Cold War in response to the spread of communism.

AH.22.

Use of atomic weapons changed the nature of war, altered the balance of power and began the nuclear age. *

AH.21.

United States policy and mobilization of its economic and military resources during World War II affected American society. Despite mistreatment, marginalized groups played important roles in the war effort while continuing to protest unfair treatment.

Social Studies - HS - Modern Global Studies

Vermilion Local School District

UNITS (8/8 SELECTED)	SUGGESTED DURATION
<div></div> Unit 1: Global North v Global South	21 lessons
<div></div> Unit 2: Sub-Saharan Africa	25 lessons
<div></div> Unit 3: Middle East North Africa (MENA)	42 lessons
<div></div> Unit 4: South and Southeast Asia	20 lessons
<div></div> Unit 5: Latin America	20 lessons
<div></div> Unit 6: Central Asia	13 lessons
<div></div> Unit 7: Eastern Europe and the former USSR	20 lessons
<div></div> Unit 8: East Asia	10 lessons

Unit 1: Global North v Global South

Social Studies - HS - Modern Global Studies - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

What makes states different from one another? Developed v. underdeveloped states

- -Describe the causes and effects of economic development
- -Explain the difference between an LDC, NIC, and MDC
- -Apply 3 indicators of development to determine whether or not a country is developed
- - Analyze the difference between the Global North and Global South
- -Examine the role Foreign Direct Investment has played in global development

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Class notes; online simulations and games; small group discussion; class participation; quick write entry

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- Explain how the world is divided between haves and have nots
- Describe the role of geography in a country's ability to develop
- Determine how countries can achieve/attract economic development
- Identify 3 indicators of development and apply how they are used to assess a country's level of development

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- Explain how the world is divided between haves and have nots
- Describe the role of geography in a country's ability to develop
- Determine how countries can achieve/attract economic development
- Identify 3 indicators of development and apply how they are used to assess a country's level of development

STANDARDS

Ohio Extended - Grades 9-12 - Contemporary World Issues	
	CWI.912.1a
Select a location around the world and conduct an Internet search to learn about news, weather and places of interest in this location.	
	CWI.912.1b
Use the Internet to learn about news, weather or events of interest.	
	CWI.912.1c
Participate in an Internet search to gain new information.	
	CWI.912.3a

Unit 1: Global North v Global South

Social Studies - HS - Modern Global Studies - Last Updated on June 30, 2023

Generate a written paragraph expressing a viewpoint on a current topic with supporting reasons and clear evidence.
CWI.912.4a
Contribute to a group project to research a current topic and propose solutions.
CWI.912.3b
Generate a written text on a current topic by selecting reasons and relevant facts.
CWI.912.4b
Identify information on a current topic to help make a personal decision or solve a problem.
CWI.912.3c
Communicate about a current topic with relevant facts.
CWI.912.4c
Identify information related to a current issue.
CWI.912.5a
Compare basic human rights in the United States to the rights of people living in different countries (e.g., voting rights, freedom of speech, religious freedom, access to education).
CWI.912.6a
Recognize that while another person may not share your same view on a topic, that person should be respected.
CWI.912.5b
Identify basic rights in the United States (e.g., voting rights, property rights, First Amendment rights, rights relating to equal opportunity).
CWI.912.6b
Recognize and demonstrate respect to others.
CWI.912.5c
Identify rights students have in school/family/community.
CWI.912.6c
Identify behaviors and attitudes that show respect to others.

Unit 1: Global North v Global South

Social Studies - HS - Modern Global Studies - Last Updated on June 30, 2023

CWI.912.7a
Analyze the consequences of a current issue where human activity affects the balance of human needs (e.g., energy use, food production, environmental damage).
CWI.912.7b
Identify human activities that have a positive impact on ecological, social or economic systems in the community.
CWI.912.8a
Analyze a current technology and its positive or negative consequences (e.g., benefit to human needs, cost factors in development).
CWI.912.9a
Investigate international and national organizations that work to protect our national security.
CWI.912.9b
Identify and describe basic roles of groups in the state, country or international community who work to protect our safety.
CWI.912.10a
Identify a product produced in the community, state or country that is used in other locations, including international locations.
Ohio Extended - Grades 9-12 - World Geography
WGEO.912.1a
Use the appropriate map, globe or other geographic representation, including Internet resources, to find various locations or information.
WGEO.912.1b
Use the appropriate map to find various locations or information.
WGEO.912.1c
Identify a specific map for a specific purpose (e.g., weather, location, store locations, bus line).
WGEO.912.3a
Identify ways renewable and non-renewable resources are used by people.
WGEO.912.2b

Unit 1: Global North v Global South

Social Studies - HS - Modern Global Studies - Last Updated on June 30, 2023

Identify areas of the community where the environment has changed because of human activity.
WGEO.912.3b
Distinguish between renewable and non-renewable resources.
WGEO.912.3c
Identify resources that are renewable and non-renewable.
WGEO.912.4a
Explain ways that a community changes due to the movement of people (e.g., town gets larger, more highways needed).
WGEO.912.5a
Research and trace a commonly used tool that is created, used and supported from different parts of the world.
WGEO.912.5b
Locate items in the classroom that have been made in another country.
WGEO.912.6a
Define the characteristics (formal, functional and perceptual) of an identified region and changes that have occurred over time.
WGEO.912.7a
Create a past and present comparison chart of a selected region showing population, spatial size, and economic and transportation changes.
WGEO.912.8a
Describe technological advances that bring people together from around the world (e.g., Internet, air transportation).
WGEO.912.8b
Identify ways the Internet connects people through information and entertainment (e.g., email, music, video streaming).

Unit 2: Sub-Saharan Africa

Social Studies - HS - Modern Global Studies - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Sub-Saharan Africa

- -List at least 3 reasons why SS Africa has not been able to develop
- -Explain how history has affected SS Africa's lack of development
- -Determine the root causes of the Rwandan genocide
- -Describe why SS Africa is the new hotbed for Islamic terrorism
- -Assess how current trends and events are helping or harming SS African countries

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Class notes; online simulations and games; small group discussion; class participation; quick write entry

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- Identify and explain 3 reasons why Sub Saharan Africa is considered the poorest region of the world
- Describe common traits or characteristics that make the region unstable
- Explain how imperialism/colonialism has impacted the region

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- Identify and explain 3 reasons why Sub Saharan Africa is considered the poorest region of the world
- Describe common traits or characteristics that make the region unstable
- Explain how imperialism/colonialism has impacted the region

STANDARDS

Ohio Extended - Grades 9-12 - Contemporary World Issues
CWI.912.1a
Select a location around the world and conduct an Internet search to learn about news, weather and places of interest in this location.
CWI.912.1b
Use the Internet to learn about news, weather or events of interest.
CWI.912.1c
Participate in an Internet search to gain new information.
CWI.912.2a
Explore the purpose of various types of media messages (e.g., news articles, letters to the editor, social

Unit 2: Sub-Saharan Africa

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networking, weather reports).
CWI.912.3a
Generate a written paragraph expressing a viewpoint on a current topic with supporting reasons and clear evidence.
CWI.912.4a
Contribute to a group project to research a current topic and propose solutions.
CWI.912.3c
Communicate about a current topic with relevant facts.
CWI.912.4c
Identify information related to a current issue.
CWI.912.5a
Compare basic human rights in the United States to the rights of people living in different countries (e.g., voting rights, freedom of speech, religious freedom, access to education).
CWI.912.6a
Recognize that while another person may not share your same view on a topic, that person should be respected.
CWI.912.5b
Identify basic rights in the United States (e.g., voting rights, property rights, First Amendment rights, rights relating to equal opportunity).
CWI.912.7a
Analyze the consequences of a current issue where human activity affects the balance of human needs (e.g., energy use, food production, environmental damage).
CWI.912.7b
Identify human activities that have a positive impact on ecological, social or economic systems in the community.
CWI.912.8a
Analyze a current technology and its positive or negative consequences (e.g., benefit to human needs, cost factors in development).
CWI.912.8b

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Identify technological advances and the associated benefits to society (e.g., medical advances, new energy sources, computer technologies).

CWI.912.9a

Investigate international and national organizations that work to protect our national security.

Unit 3: Middle East North Africa (MENA)

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CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

The Middle East and North Africa

- -Explain how religion has influenced the current state of affairs in MENA
- -Describe why the country of Israel was created and determine how it has impacted the geopolitics of the MENA region
- -What caused the Arab Spring movement and what's happened since
- -Evaluate how the current crisis in Yemen effects relations with Western countries and the MENA region
- -Explain the MENA's relationship to 9/11 and the West's war on terrorism

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Class notes; online simulations and games; small group discussion; class participation; quick write entry

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- Explain how the creation of the 3 monotheistic religions has effected the history and culture of the region
- Describe how Islamic terrorism has shaped the geopolitical landscape of the region
- Identify and evaluate how key events, such as the Iraq War, have had a lasting legacy on countries' ability to develop

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- Explain how the creation of the 3 monotheistic religions has effected the history and culture of the region
- Describe how Islamic terrorism has shaped the geopolitical landscape of the region
- Identify and evaluate how key events, such as the Iraq War, have had a lasting legacy on countries' ability to develop

STANDARDS

Ohio Extended - Grades 9-12 - Contemporary World Issues
CWI.912.1b
Use the Internet to learn about news, weather or events of interest.
CWI.912.1c
Participate in an Internet search to gain new information.
CWI.912.3a
Generate a written paragraph expressing a viewpoint on a current topic with supporting reasons and clear

Unit 3: Middle East North Africa (MENA)

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evidence.
CWI.912.4b
Identify information on a current topic to help make a personal decision or solve a problem.
CWI.912.3b
Generate a written text on a current topic by selecting reasons and relevant facts.
CWI.912.3c
Communicate about a current topic with relevant facts.
CWI.912.4c
Identify information related to a current issue.
CWI.912.5a
Compare basic human rights in the United States to the rights of people living in different countries (e.g., voting rights, freedom of speech, religious freedom, access to education).
CWI.912.6a
Recognize that while another person may not share your same view on a topic, that person should be respected.
CWI.912.5b
Identify basic rights in the United States (e.g., voting rights, property rights, First Amendment rights, rights relating to equal opportunity).
CWI.912.7a
Analyze the consequences of a current issue where human activity affects the balance of human needs (e.g., energy use, food production, environmental damage).
CWI.912.7b
Identify human activities that have a positive impact on ecological, social or economic systems in the community.
CWI.912.8b
Identify technological advances and the associated benefits to society (e.g., medical advances, new energy sources, computer technologies).
CWI.912.8c

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Identify a technology and its purpose.
CWI.912.9a
Investigate international and national organizations that work to protect our national security.
Ohio Extended - Grades 9-12 - World Geography
WGEO.912.1a
Use the appropriate map, globe or other geographic representation, including Internet resources, to find various locations or information.
WGEO.912.1b
Use the appropriate map to find various locations or information.
WGEO.912.2a
Describe advantages and disadvantages to environmental changes (e.g., building a mall gives people a place to shop; clearing a forest takes away trees and homes for animals).
WGEO.912.3a
Identify ways renewable and non-renewable resources are used by people.
WGEO.912.2b
Identify areas of the community where the environment has changed because of human activity.
WGEO.912.3b
Distinguish between renewable and non-renewable resources.
WGEO.912.2c
Identify a change in the environment (e.g., construction of dams, bridges, roads).
WGEO.912.3c
Identify resources that are renewable and non-renewable.
WGEO.912.4a
Explain ways that a community changes due to the movement of people (e.g., town gets larger, more highways needed).
WGEO.912.6b

Unit 3: Middle East North Africa (MENA)

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Describe physical and human characteristics of the local region.

WGEO.912.8b

Identify ways the Internet connects people through information and entertainment (e.g., email, music, video streaming).

Unit 4: South and Southeast Asia

Social Studies - HS - Modern Global Studies - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

South and Southeast Asia

- -Identify the root causes of conflict between India and Pakistan
- -State how the Indian caste system influences society today
- -State which countries are considered Asian Tigers and describe why they're unique
- -Explain role the military plays in Myanmar's government
- -Examine how climate change is altering this region of the world

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Class notes; online simulations and games; small group discussion; class participation; quick write entry

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- Explain how colonialism has shaped the geopolitical landscape of the region
- Determine why India and Pakistan's relationship destabilizes the region
- Describe how some countries, such as Singapore, have been able to develop while others have not
- Identify and summarize common challenges facing countries of the region

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- Explain how colonialism has shaped the geopolitical landscape of the region
- Determine why India and Pakistan's relationship destabilizes the region
- Describe how some countries, such as Singapore, have been able to develop while others have not
- Identify and summarize common challenges facing countries of the region

STANDARDS

Ohio Extended - Grades 9-12 - Contemporary World Issues

CWI.912.1a

Select a location around the world and conduct an Internet search to learn about news, weather and places of interest in this location.

CWI.912.1b

Use the Internet to learn about news, weather or events of interest.

CWI.912.1c

Participate in an Internet search to gain new information.

Unit 4: South and Southeast Asia

Social Studies - HS - Modern Global Studies - Last Updated on June 30, 2023

CWI.912.3a
Generate a written paragraph expressing a viewpoint on a current topic with supporting reasons and clear evidence.
CWI.912.4a
Contribute to a group project to research a current topic and propose solutions.
CWI.912.3b
Generate a written text on a current topic by selecting reasons and relevant facts.
CWI.912.4b
Identify information on a current topic to help make a personal decision or solve a problem.
CWI.912.3c
Communicate about a current topic with relevant facts.
CWI.912.4c
Identify information related to a current issue.
CWI.912.5a
Compare basic human rights in the United States to the rights of people living in different countries (e.g., voting rights, freedom of speech, religious freedom, access to education).
CWI.912.6a
Recognize that while another person may not share your same view on a topic, that person should be respected.
CWI.912.5b
Identify basic rights in the United States (e.g., voting rights, property rights, First Amendment rights, rights relating to equal opportunity).
CWI.912.6c
Identify behaviors and attitudes that show respect to others.
CWI.912.7a
Analyze the consequences of a current issue where human activity affects the balance of human needs (e.g., energy use, food production, environmental damage).

Unit 4: South and Southeast Asia

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CWI.912.7b
Identify human activities that have a positive impact on ecological, social or economic systems in the community.
CWI.912.8a
Analyze a current technology and its positive or negative consequences (e.g., benefit to human needs, cost factors in development).
CWI.912.8b
Identify technological advances and the associated benefits to society (e.g., medical advances, new energy sources, computer technologies).
Ohio Extended - Grades 9-12 - World Geography
WGEO.912.1a
Use the appropriate map, globe or other geographic representation, including Internet resources, to find various locations or information.
WGEO.912.1b
Use the appropriate map to find various locations or information.
WGEO.912.1c
Identify a specific map for a specific purpose (e.g., weather, location, store locations, bus line).
WGEO.912.2a
Describe advantages and disadvantages to environmental changes (e.g., building a mall gives people a place to shop; clearing a forest takes away trees and homes for animals).
WGEO.912.3a
Identify ways renewable and non-renewable resources are used by people.
WGEO.912.2b
Identify areas of the community where the environment has changed because of human activity.
WGEO.912.3b
Distinguish between renewable and non-renewable resources.
WGEO.912.2c

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Identify a change in the environment (e.g., construction of dams, bridges, roads).

WGEO.912.3c

Identify resources that are renewable and non-renewable.

WGEO.912.4a

Explain ways that a community changes due to the movement of people (e.g., town gets larger, more highways needed).

Unit 5: Latin America

Social Studies - HS - Modern Global Studies - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Latin America

- -Explain what the Columbian Exchange impacted LA and determine positive and negative effects
- -Explain how the illicit drug trade influences LA and the US's relations
- -List how Brazil's history is unique to LA
- -Determine why immigration from the Northern Triangle has recently increased
- -Determine why Haiti can be considered the LDC in the region
- -Examine how the relationship between the US and Cuba has evolved over time

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Class notes; online simulations and games; small group discussion; class participation; quick write entry

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- Determine and describe how European colonialism has affected the history of the region
- Evaluate how the global drug trade influences the geopolitical relationships of the region
- Explain how climate change is affecting the region

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- Determine and describe how European colonialism has affected the history of the region
- Evaluate how the global drug trade influences the geopolitical relationships of the region
- Explain how climate change is affecting the region

STANDARDS

Ohio Extended - Grades 9-12 - Contemporary World Issues
CWI.912.1a
Select a location around the world and conduct an Internet search to learn about news, weather and places of interest in this location.
CWI.912.1b
Use the Internet to learn about news, weather or events of interest.
CWI.912.1c
Participate in an Internet search to gain new information.
CWI.912.2a

Unit 5: Latin America

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Explore the purpose of various types of media messages (e.g., news articles, letters to the editor, social networking, weather reports).
CWI.912.3a
Generate a written paragraph expressing a viewpoint on a current topic with supporting reasons and clear evidence.
CWI.912.4a
Contribute to a group project to research a current topic and propose solutions.
CWI.912.3b
Generate a written text on a current topic by selecting reasons and relevant facts.
CWI.912.4b
Identify information on a current topic to help make a personal decision or solve a problem.
CWI.912.3c
Communicate about a current topic with relevant facts.
CWI.912.4c
Identify information related to a current issue.
CWI.912.5a
Compare basic human rights in the United States to the rights of people living in different countries (e.g., voting rights, freedom of speech, religious freedom, access to education).
CWI.912.6a
Recognize that while another person may not share your same view on a topic, that person should be respected.
CWI.912.5b
Identify basic rights in the United States (e.g., voting rights, property rights, First Amendment rights, rights relating to equal opportunity).
CWI.912.6b
Recognize and demonstrate respect to others.
CWI.912.6c

Unit 5: Latin America

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Identify behaviors and attitudes that show respect to others.
CWI.912.7b
Identify human activities that have a positive impact on ecological, social or economic systems in the community.
CWI.912.8a
Analyze a current technology and its positive or negative consequences (e.g., benefit to human needs, cost factors in development).
CWI.912.8b
Identify technological advances and the associated benefits to society (e.g., medical advances, new energy sources, computer technologies).
CWI.912.8c
Identify a technology and its purpose.
CWI.912.9a
Investigate international and national organizations that work to protect our national security.
CWI.912.9b
Identify and describe basic roles of groups in the state, country or international community who work to protect our safety.
Ohio Extended - Grades 9-12 - World Geography
WGEO.912.1a
Use the appropriate map, globe or other geographic representation, including Internet resources, to find various locations or information.
WGEO.912.1b
Use the appropriate map to find various locations or information.
WGEO.912.1c
Identify a specific map for a specific purpose (e.g., weather, location, store locations, bus line).
WGEO.912.2a
Describe advantages and disadvantages to environmental changes (e.g., building a mall gives people a place to shop; clearing a forest takes away trees and homes for animals).

Unit 5: Latin America

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WGEO.912.3a
Identify ways renewable and non-renewable resources are used by people.
WGEO.912.2b
Identify areas of the community where the environment has changed because of human activity.
WGEO.912.3b
Distinguish between renewable and non-renewable resources.
WGEO.912.2c
Identify a change in the environment (e.g., construction of dams, bridges, roads).
WGEO.912.3c
Identify resources that are renewable and non-renewable.
WGEO.912.4a
Explain ways that a community changes due to the movement of people (e.g., town gets larger, more highways needed).
WGEO.912.4b
Trace changes within the local community over time (e.g., new stores, buildings, parks).
WGEO.912.5c
Identify current technologies that enable people to travel and communicate (e.g., airplanes, Internet, cellphones).
WGEO.912.6a
Define the characteristics (formal, functional and perceptual) of an identified region and changes that have occurred over time.
WGEO.912.7a
Create a past and present comparison chart of a selected region showing population, spatial size, and economic and transportation changes.
WGEO.912.8a
Describe technological advances that bring people together from around the world (e.g., Internet, air transportation).

Unit 5: Latin America

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WGEO.912.8b

Identify ways the Internet connects people through information and entertainment (e.g., email, music, video streaming).

Unit 6: Central Asia

Social Studies - HS - Modern Global Studies - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Central Asia

- -Describe how the Mongols influenced the culture of the region
- -Explain how the fall of communism/USSR influences the current state of affairs in Central Asia
- -State how climate changed and access to water is changing the region
- -Assess why the practice of bridenapping is criticized for being a human rights violation

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Class notes; online simulations and games; small group discussion; class participation; quick write entry

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- Identify and assess how the Mongol empire has shaped the historical development of the region
- Describe one unique cultural custom of the region and judge whether or not it violates human rights

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- Identify and assess how the Mongol empire has shaped the historical development of the region
- Describe one unique cultural custom of the region and judge whether or not it violates human rights

STANDARDS

Ohio Extended - Grades 9-12 - Contemporary World Issues
CWI.912.1a
Select a location around the world and conduct an Internet search to learn about news, weather and places of interest in this location.
CWI.912.1b
Use the Internet to learn about news, weather or events of interest.
CWI.912.1c
Participate in an Internet search to gain new information.
CWI.912.3a
Generate a written paragraph expressing a viewpoint on a current topic with supporting reasons and clear evidence.
CWI.912.4a

Unit 6: Central Asia

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Contribute to a group project to research a current topic and propose solutions.
CWI.912.2b
Distinguish between different topics communicated by media (e.g., news, sports, weather, entertainment).
CWI.912.3b
Generate a written text on a current topic by selecting reasons and relevant facts.
CWI.912.4b
Identify information on a current topic to help make a personal decision or solve a problem.
CWI.912.2c
Identify different forms of media (e.g., television, Internet, radio).
CWI.912.3c
Communicate about a current topic with relevant facts.
CWI.912.4c
Identify information related to a current issue.
CWI.912.5a
Compare basic human rights in the United States to the rights of people living in different countries (e.g., voting rights, freedom of speech, religious freedom, access to education).
CWI.912.6a
Recognize that while another person may not share your same view on a topic, that person should be respected.
CWI.912.5b
Identify basic rights in the United States (e.g., voting rights, property rights, First Amendment rights, rights relating to equal opportunity).
CWI.912.7a
Analyze the consequences of a current issue where human activity affects the balance of human needs (e.g., energy use, food production, environmental damage).
CWI.912.7b
Identify human activities that have a positive impact on ecological, social or economic systems in the community.

Unit 6: Central Asia

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CWI.912.8a
Analyze a current technology and its positive or negative consequences (e.g., benefit to human needs, cost factors in development).
CWI.912.8b
Identify technological advances and the associated benefits to society (e.g., medical advances, new energy sources, computer technologies).
CWI.912.8c
Identify a technology and its purpose.
Ohio Extended - Grades 9-12 - World Geography
WGEO.912.1a
Use the appropriate map, globe or other geographic representation, including Internet resources, to find various locations or information.
WGEO.912.1b
Use the appropriate map to find various locations or information.
WGEO.912.1c
Identify a specific map for a specific purpose (e.g., weather, location, store locations, bus line).
WGEO.912.2a
Describe advantages and disadvantages to environmental changes (e.g., building a mall gives people a place to shop; clearing a forest takes away trees and homes for animals).
WGEO.912.3a
Identify ways renewable and non-renewable resources are used by people.
WGEO.912.2b
Identify areas of the community where the environment has changed because of human activity.
WGEO.912.3b
Distinguish between renewable and non-renewable resources.
WGEO.912.2c

Unit 6: Central Asia

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Identify a change in the environment (e.g., construction of dams, bridges, roads).
WGEO.912.3c
Identify resources that are renewable and non-renewable.
WGEO.912.4a
Explain ways that a community changes due to the movement of people (e.g., town gets larger, more highways needed).
WGEO.912.5a
Research and trace a commonly used tool that is created, used and supported from different parts of the world.
WGEO.912.4b
Trace changes within the local community over time (e.g., new stores, buildings, parks).
WGEO.912.5c
Identify current technologies that enable people to travel and communicate (e.g., airplanes, Internet, cellphones).
WGEO.912.6a
Define the characteristics (formal, functional and perceptual) of an identified region and changes that have occurred over time.
WGEO.912.6b
Describe physical and human characteristics of the local region.
WGEO.912.7a
Create a past and present comparison chart of a selected region showing population, spatial size, and economic and transportation changes.
WGEO.912.8a
Describe technological advances that bring people together from around the world (e.g., Internet, air transportation).

Unit 7: Eastern Europe and the former USSR

Social Studies - HS - Modern Global Studies - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Eastern Europe and the former Soviet Union

- -Investigate family/community connection to Eastern Europe, culturally
- -Explain how current events are changing the political landscape in the region
- -Determine which countries are the most developed and state why
- -Describe why the Bosnian genocide occurred and analyze its effects today

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Class notes; online simulations and games; small group discussion; class participation; quick write entry

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- Describe how the fall of the Soviet Union impacted countries of the region
- Explain how Russia influences the region today
- Investigate and evaluate one cultural characteristic from a country of the region

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- Describe how the fall of the Soviet Union impacted countries of the region
- Explain how Russia influences the region today
- Investigate and evaluate one cultural characteristic from a country of the region

STANDARDS

Ohio Extended - Grades 9-12 - Contemporary World Issues

CWI.912.1a

Select a location around the world and conduct an Internet search to learn about news, weather and places of interest in this location.

CWI.912.1b

Use the Internet to learn about news, weather or events of interest.

CWI.912.1c

Participate in an Internet search to gain new information.

CWI.912.2a

Explore the purpose of various types of media messages (e.g., news articles, letters to the editor, social networking, weather reports).

Unit 7: Eastern Europe and the former USSR

Social Studies - HS - Modern Global Studies - Last Updated on June 30, 2023

CWI.912.3a
Generate a written paragraph expressing a viewpoint on a current topic with supporting reasons and clear evidence.
CWI.912.4a
Contribute to a group project to research a current topic and propose solutions.
CWI.912.2b
Distinguish between different topics communicated by media (e.g., news, sports, weather, entertainment).
CWI.912.3b
Generate a written text on a current topic by selecting reasons and relevant facts.
CWI.912.4b
Identify information on a current topic to help make a personal decision or solve a problem.
CWI.912.2c
Identify different forms of media (e.g., television, Internet, radio).
CWI.912.3c
Communicate about a current topic with relevant facts.
CWI.912.4c
Identify information related to a current issue.
CWI.912.5a
Compare basic human rights in the United States to the rights of people living in different countries (e.g., voting rights, freedom of speech, religious freedom, access to education).
CWI.912.6a
Recognize that while another person may not share your same view on a topic, that person should be respected.
CWI.912.5b
Identify basic rights in the United States (e.g., voting rights, property rights, First Amendment rights, rights relating to equal opportunity).
CWI.912.6b

Unit 7: Eastern Europe and the former USSR

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Recognize and demonstrate respect to others.
CWI.912.6c
Identify behaviors and attitudes that show respect to others.
CWI.912.7a
Analyze the consequences of a current issue where human activity affects the balance of human needs (e.g., energy use, food production, environmental damage).
CWI.912.7b
Identify human activities that have a positive impact on ecological, social or economic systems in the community.
CWI.912.8a
Analyze a current technology and its positive or negative consequences (e.g., benefit to human needs, cost factors in development).
CWI.912.8b
Identify technological advances and the associated benefits to society (e.g., medical advances, new energy sources, computer technologies).
CWI.912.8c
Identify a technology and its purpose.
CWI.912.9a
Investigate international and national organizations that work to protect our national security.
CWI.912.9b
Identify and describe basic roles of groups in the state, country or international community who work to protect our safety.
CWI.912.9c
Identify individuals or groups that work to keep our communities safe.
Ohio Extended - Grades 9-12 - World Geography
WGEO.912.1a
Use the appropriate map, globe or other geographic representation, including Internet resources, to find various locations or information.

Unit 7: Eastern Europe and the former USSR

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WGEO.912.1b
Use the appropriate map to find various locations or information.
WGEO.912.1c
Identify a specific map for a specific purpose (e.g., weather, location, store locations, bus line).
WGEO.912.2a
Describe advantages and disadvantages to environmental changes (e.g., building a mall gives people a place to shop; clearing a forest takes away trees and homes for animals).
WGEO.912.3a
Identify ways renewable and non-renewable resources are used by people.
WGEO.912.2b
Identify areas of the community where the environment has changed because of human activity.
WGEO.912.3b
Distinguish between renewable and non-renewable resources.
WGEO.912.2c
Identify a change in the environment (e.g., construction of dams, bridges, roads).
WGEO.912.3c
Identify resources that are renewable and non-renewable.
WGEO.912.4a
Explain ways that a community changes due to the movement of people (e.g., town gets larger, more highways needed).
WGEO.912.4b
Trace changes within the local community over time (e.g., new stores, buildings, parks).
WGEO.912.5c
Identify current technologies that enable people to travel and communicate (e.g., airplanes, Internet, cellphones).
WGEO.912.6a

Unit 7: Eastern Europe and the former USSR

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Define the characteristics (formal, functional and perceptual) of an identified region and changes that have occurred over time.

WGEO.912.6b

Describe physical and human characteristics of the local region.

WGEO.912.6c

Identify human or physical characteristics of the local region.

WGEO.912.8a

Describe technological advances that bring people together from around the world (e.g., Internet, air transportation).

WGEO.912.8b

Identify ways the Internet connects people through information and entertainment (e.g., email, music, video streaming).

Unit 8: East Asia

Social Studies - HS - Modern Global Studies - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

East Asia

- -Examine how China's recent economic growth has impacted its geopolitical position in the world
- -Identify why North and South Korea are divided
- -Tell why a nuclear North Korea poses a security threat to region and world
- -Analyze why Japan has recently experienced an economic slump

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Class notes; online simulations and games; small group discussion; class participation; quick write entry

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- Explain how WWII has shaped the development of the region
- Identify and assess common trends that pose a threat to countries of the region

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- Explain how WWII has shaped the development of the region
- Identify and assess common trends that pose a threat to countries of the region

STANDARDS

Ohio Extended - Grades 9-12 - Contemporary World Issues
CWI.912.1a
Select a location around the world and conduct an Internet search to learn about news, weather and places of interest in this location.
CWI.912.1b
Use the Internet to learn about news, weather or events of interest.
CWI.912.1c
Participate in an Internet search to gain new information.
CWI.912.2a
Explore the purpose of various types of media messages (e.g., news articles, letters to the editor, social networking, weather reports).
CWI.912.3a

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Generate a written paragraph expressing a viewpoint on a current topic with supporting reasons and clear evidence.
CWI.912.4a
Contribute to a group project to research a current topic and propose solutions.
CWI.912.2b
Distinguish between different topics communicated by media (e.g., news, sports, weather, entertainment).
CWI.912.3b
Generate a written text on a current topic by selecting reasons and relevant facts.
CWI.912.4b
Identify information on a current topic to help make a personal decision or solve a problem.
CWI.912.2c
Identify different forms of media (e.g., television, Internet, radio).
CWI.912.3c
Communicate about a current topic with relevant facts.
CWI.912.4c
Identify information related to a current issue.
CWI.912.5a
Compare basic human rights in the United States to the rights of people living in different countries (e.g., voting rights, freedom of speech, religious freedom, access to education).
CWI.912.6a
Recognize that while another person may not share your same view on a topic, that person should be respected.
CWI.912.5b
Identify basic rights in the United States (e.g., voting rights, property rights, First Amendment rights, rights relating to equal opportunity).
CWI.912.6b
Recognize and demonstrate respect to others.

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CWI.912.6c
Identify behaviors and attitudes that show respect to others.
CWI.912.7a
Analyze the consequences of a current issue where human activity affects the balance of human needs (e.g., energy use, food production, environmental damage).
CWI.912.7b
Identify human activities that have a positive impact on ecological, social or economic systems in the community.
CWI.912.8a
Analyze a current technology and its positive or negative consequences (e.g., benefit to human needs, cost factors in development).
CWI.912.8b
Identify technological advances and the associated benefits to society (e.g., medical advances, new energy sources, computer technologies).
CWI.912.8c
Identify a technology and its purpose.
CWI.912.9a
Investigate international and national organizations that work to protect our national security.
Ohio Extended - Grades 9-12 - World Geography
WGEO.912.1a
Use the appropriate map, globe or other geographic representation, including Internet resources, to find various locations or information.
WGEO.912.1b
Use the appropriate map to find various locations or information.
WGEO.912.1c
Identify a specific map for a specific purpose (e.g., weather, location, store locations, bus line).
WGEO.912.2a

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Describe advantages and disadvantages to environmental changes (e.g., building a mall gives people a place to shop; clearing a forest takes away trees and homes for animals).
WGEO.912.3a
Identify ways renewable and non-renewable resources are used by people.
WGEO.912.2b
Identify areas of the community where the environment has changed because of human activity.
WGEO.912.3b
Distinguish between renewable and non-renewable resources.
WGEO.912.2c
Identify a change in the environment (e.g., construction of dams, bridges, roads).
WGEO.912.3c
Identify resources that are renewable and non-renewable.
WGEO.912.4a
Explain ways that a community changes due to the movement of people (e.g., town gets larger, more highways needed).
WGEO.912.5a
Research and trace a commonly used tool that is created, used and supported from different parts of the world.
WGEO.912.5c
Identify current technologies that enable people to travel and communicate (e.g., airplanes, Internet, cellphones).
WGEO.912.6a
Define the characteristics (formal, functional and perceptual) of an identified region and changes that have occurred over time.
WGEO.912.6b
Describe physical and human characteristics of the local region.
WGEO.912.6c
Identify human or physical characteristics of the local region.

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WGEO.912.8a

Describe technological advances that bring people together from around the world (e.g., Internet, air transportation).

WGEO.912.8b

Identify ways the Internet connects people through information and entertainment (e.g., email, music, video streaming).

Social Studies - HS - Peer Leadership

Vermilion Local School District

UNITS (10/10 SELECTED)	SUGGESTED DURATION
 Unit 1: Leadership and Followership	26 lessons
 Unit 2: Mentorship	18 lessons
 Unit 3: Character	17 lessons
 Unit 4: Gratitude, Appreciation, and Celebrating Success	24 lessons
 Unit 5: Organizations and Nonprofits	18 lessons
 Unit 6: Communication	21 lessons
 Unit 7: Team Building	14 lessons
 Unit 8: Goals, Values, Motivation	15 lessons
 Unit 9: Diversity	15 lessons
 Unit 10: Service Learning	4 lessons

Unit 1: Leadership and Followership

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CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

In class activities, discussions, notes, Leadership Stations, Qualities of Leader, Leadership Styles

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Identify leadership qualities and reflect on current qualities; Identify and explain various leadership styles; Explain the importance of followership

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Qualities Presentation, Film Review

STANDARDS

Unit 2: Mentorship

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CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

In class activities, discussions, notes

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Identify positive role models that have influenced student life; Become a positive role model;
Develop interpersonal skills that can be translated into future relationships

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Big Buddies, Film Review, 8th grade Follow-ups

STANDARDS

Unit 3: Character

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CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

In class activities, discussions, notes

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Identify the definition of character; Evaluate their own character

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Film Review, 8th grade Follow-ups, Book Review

STANDARDS

Unit 4: Gratitude, Appreciation, and Celebrating Success

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CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

In class activities, discussions, notes

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Identify the benefits of gratitude; Identify things that students are grateful for and express appreciation;
Identify various ways to express gratitude

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Gratitude Challenge

STANDARDS

Unit 5: Organizations and Nonprofits

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CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

In class activities, discussions, notes

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Explain what a non-profit organization is and how they contribute to society; Identify various non profit organizations; Establish relationships with various nonprofit and local

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Pop Tabs, PowderBuff, Kick It

STANDARDS

Unit 6: Communication

Social Studies - HS - Peer Leadership - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

In class activities, discussions, notes Learning Styles

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Identify all aspects of communication; Evaluate one's own communication skills and work to improve those skills; Become an effective problem solver through the use of communication; Identify what type of learner the student is

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Great Leaders Presentation

STANDARDS

Unit 7: Team Building

Social Studies - HS - Peer Leadership - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

In class activities, discussions, notes

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Identify the importance of working together; Improve students delegation skills; Evaluate various atmospheres and help to improve them with cooperation; Respect other people's learning styles and use their strengths

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Team Building Activities

STANDARDS

Unit 8: Goals, Values, Motivation

Social Studies - HS - Peer Leadership - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

In class activities, discussions, notes

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Identify what a SMART goal is and be able to create them; Distinguish the difference between short term and long term goals; Evaluate the goals students have set for themselves; Effectively plan to meet their goals including what action steps need to be taken

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Goal Setting, Resumes, Grit Test

STANDARDS

Unit 9: Diversity

Social Studies - HS - Peer Leadership - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

In class activities, discussions, notes

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Improve diversity awareness; Identify various types of diversity; Understand and appreciate difference

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Film Review

STANDARDS

Unit 10: Service Learning

Social Studies - HS - Peer Leadership - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

In class activities, discussions, notes

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Successfully plan and implement various student led projects throughout the year

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Student led projects throughout the year; Dream Project

STANDARDS

Social Studies - HS - Social Studies 2

Vermilion Local School District

UNITS (9/9 SELECTED)	SUGGESTED DURATION
☐ Unit 1: Key Documents & Reconstruction	14 lessons
☐ Unit 2: WWII	21 lessons
☐ Unit 3: Cold War	15 lessons
☐ Unit 4: Post WWII Boom & Change	12 lessons
☐ Unit 5: Civil Rights	12 lessons
☐ Unit 6: Vietnam	12 lessons
☐ Unit 7: Conservative Revival	1 lessons
☐ Unit 8: Modern America	12 lessons
☒ Unit 9: EOC Prep	12 lessons

Unit 1: Key Documents & Reconstruction

Social Studies - HS - Social Studies 2 - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Examination of Primary & Secondary sources (*Also incorporated throughout the year*), Development of thesis (*Also incorporated throughout the year*), Analyze cause and effect (*Also incorporated throughout the year*), Declaration of Independence, Northwest Ordinance, Constitution & Bill of Rights, Debate between Federalists & Anti-Federalists, Reconstruction Amendments, Jim Crow Laws, African American Disenfranchisement

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Warm Up Questions

Interactive activities

Videos

Short argumentative writing pieces Lecture Notes

Study Guide

BOR Game (Do I have a Right)

BOR Poster Activity

Louisiana Literacy Test

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to: Identify the difference between primary & secondary sources. Develop their own thesis statements. Identify key components of the Declaration of Independence, Northwest Ordinance, Constitution, and the Bill of Rights. Identify the differences between the Federalists and Anti-Federalists + their role in creating the Bill of Rights. Define and Describe the Reconstruction Era and its 3 Amendments. Describe how African Americans were disenfranchised post civil war (Grandfather Clause, Poll Tax, Literacy Tests). Define and Discuss Jim Crow Laws.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Unit Test at end of unit which includes End of Course style questions, multiple choice, short answer, and extended responses.

(Students will be able to: Identify the difference between primary & secondary sources. Develop their own thesis statements. Identify key components of the Declaration of Independence, Northwest Ordinance, Constitution, and the Bill of Rights. Identify the differences between the Federalists and Anti-Federalists + their role in creating the Bill of Rights. Define and Describe the Reconstruction Era and its 3 Amendments. Describe how African Americans were disenfranchised post civil war (Grandfather Clause, Poll Tax, Literacy Tests). Define and Discuss Jim Crow Laws.)

STANDARDS

Ohio - High School - Social Studies - American History

AH.1.

Unit 1: Key Documents & Reconstruction

Social Studies - HS - Social Studies 2 - Last Updated on June 30, 2023

The use of primary and secondary sources of information includes an examination of the credibility of each source.
AH.2.
Historians develop theses and use evidence to support or refute positions.
AH.3.
Historians analyze cause, effect, sequence and correlation in historical events, including multiple causation and long- and short-term causal relations.
AH.4.
The Declaration of Independence elaborates on the rights and role of the people in building the foundations of the American nation through the principles of unalienable rights and consent of the people.
AH.5.
The Northwest Ordinance elaborates on the rights and role of the people in building the foundations of the American nation through its establishment of natural rights and setting up educational institutions.
AH.6.
The U.S. Constitution established the foundations of the American nation and the relationship between the people and their government.
AH.7.
The debate presented by the Federalist and Anti-Federalist Papers over protections for individuals and limits on government power resulted in the Bill of Rights. The Bill of Rights provides constitutional protections for individual liberties and limits on governmental power.
AH.12.
Following Reconstruction, old political and social structures reemerged and racial discrimination was institutionalized.

Unit 2: WWII

Social Studies - HS - Social Studies 2 - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Dictators of WWII, How WWII starts (U.S. not involved yet), American Neutrality, Pearl Harbor and beginning of war for U.S., Holocaust, Turning Points (WWII Battles), Yalta & Potsdam, Atomic Bombings, Homefront during the war (Including Japanese Internment)

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Warm Up Questions
Interactive activities
Videos
Short argumentative writing pieces
Lecture Notes
Study Guide
WWII Tic-Tac-Toe
WWII Dictators popup figures
Netflix Turning Points Project
Holocaust 3 Level Guide
Atomic Bomb Debate

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to:

Identify & Discuss the Dictators of WWII. Discuss the American policy of neutrality/isolationism. Explain what ends Isolationism. Discuss different WWII battles and determine which ones were a turning point. Create an argument centered around the use of atomic weapons in WWII. Discuss different foreign policy approaches taken by the U.S. government prior to U.S. involvement in WWII. Determine the role that various minority groups took during WWII. Describe the efforts and sacrifices undertaken by Americans at home during WWII.

Skills - Analysis, Collaboration, Argumentation

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Unit Test at end of unit which includes End of Course style questions, multiple choice, short answer, and extended responses.

(Identify & Discuss the Dictators of WWII. Discuss the American policy of neutrality/isolationism. Explain what ends Isolationism. Discuss different WWII battles and determine which ones were a turning point. Create an argument centered around the use of atomic weapons in WWII. Discuss different foreign policy approaches taken by the U.S. government prior to U.S. involvement in WWII. Determine the role that various minority groups took during WWII. Describe the efforts and sacrifices undertaken by Americans at home during WWII.)

STANDARDS

Ohio - High School - Social Studies - American History

AH.20.

During the 1930s, the U.S. government attempted to distance the country from earlier interventionist policies in the Western Hemisphere as well as retain an isolationist approach to events in Europe and Asia until the beginning of World War II.

Unit 2: WWII

Social Studies - HS - Social Studies 2 - Last Updated on June 30, 2023

AH.21.

United States policy and mobilization of its economic and military resources during World War II affected American society. Despite mistreatment, marginalized groups played important roles in the war effort while continuing to protest unfair treatment.

AH.22.

Use of atomic weapons changed the nature of war, altered the balance of power and began the nuclear age. *

Unit 3: Cold War

Social Studies - HS - Social Studies 2 - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Post WWII Superpower Status, Iron Curtain, Containment, Truman Doctrine, Marshall Plan, Berlin Airlift, NATO, Warsaw Pact, Arms Race, Space Race, Cold War issues at Home - McCarthyism, Spies, Korean War, Bay of Pigs Invasion, Cuban Missile Crisis, Fall of Soviet Union

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Warm Up Questions
Interactive activities
Videos
Short argumentative writing pieces
Lecture Notes
Study Guide
Cold War Beginnings Poster
NATO/Warsaw Pact Map Activity
Cold War Presentations

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to:

Identify and discuss what makes a superpower, who the two superpowers were, and why they were enemies. Identify the various policy decisions the United States made to combat the Soviet Union and its expansion. Discuss the impact and threat that the arms race posed to the rest of the world. Identify and discuss how the Cold War impacted Americans at home. Identify and discuss the various military conflicts that arose as a result of the Cold War. Discuss the fall of the Soviet Union and its effect.

Skills - Analysis, Collaboration

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Unit Test at end of unit which includes End of Course style questions, multiple choice, short answer, and extended responses.

(Identify and discuss what makes a superpower, who the two superpowers were, and why they were enemies. Identify the various policy decisions the United States made to combat the Soviet Union and its expansion. Discuss the impact and threat that the arms race posed to the rest of the world. Identify and discuss how the Cold War impacted Americans at home. Identify and discuss the various military conflicts that arose as a result of the Cold War. Discuss the fall of the Soviet Union and its effect.)

STANDARDS

Ohio - High School - Social Studies - American History

AH.22.

Use of atomic weapons changed the nature of war, altered the balance of power and began the nuclear age. *

AH.23.

The United States followed a policy of containment during the Cold War in response to the spread of communism.

Unit 3: Cold War

Social Studies - HS - Social Studies 2 - Last Updated on June 30, 2023

AH.24.
The Second Red Scare and McCarthyism reflected Cold War fears in American society.
AH.25.
The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics.
AH.26.
The collapse of communist governments in Eastern Europe and the U.S.S.R. brought an end to the Cold War.

Unit 4: Post WWII Boom & Change

Social Studies - HS - Social Studies 2 - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

U.S. Economic growth and prosperity post WWII, Increased Demand for goods and services, Growth of Suburbs, Baby Boom, Advances in Science and Technology including medicine, nuclear power plants, transportation, television, Effects of movement to suburbs (White Flight and discriminatory loan practices towards minorities, polarizations of urban and rural voters, urban riots of 1960s), Movement from the Rust Belt to the Sun Belt (Growth of defense and technology industries in the South), 1965 Immigration Act (More individuals from Asia, Africa, & Latin America migrating to the United States), Impacts of 1965 Immigration Act on U.S. demographics (Increase in Spanish language media and funding for bilingual education programs)

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Warm Up Questions
Interactive activities
Videos
Short argumentative writing pieces
Lecture Notes
Study Guide

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to:

Describe the how the United States economy and society changed post WWII . Identify the cause and effect of the growth of suburbs. Describe the impact the 1965 Immigration Act had on American society.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Unit Test at end of unit which includes End of Course style questions, multiple choice, short answer, and extended responses
(Describe the how the United States economy and society changed post WWII . Identify the cause and effect of the growth of suburbs. Describe the impact the 1965 Immigration Act had on American society.)

STANDARDS

Ohio - High School - Social Studies - American History

AH.28.

The postwar economic boom and advances in science and technology, produced changes in American life.

AH.29.

The continuing population flow from cities to suburbs, the internal migrations from the Rust Belt to the Sun Belt, and the increase in immigration resulting from passage of the 1965 Immigration Act have had social and political effects.

Unit 5: Civil Rights

Social Studies - HS - Social Studies 2 - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Thurgood Marshall, *Brown v Board of Education* VS *Plessy v Ferguson*, Sit-Ins, March on Selma, 24th Amendment, MLK & his assassination, Emmitt Till, March on Washington, Civil Rights Act, Voting Rights Act, Freedom Summer, Malcolm X, Little Rock 9,

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Warm Up Questions
Interactive activities
Videos
Short argumentative writing pieces
Lecture Notes
Study Guide
Civil Rights Collage

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to:

Identify and Discuss the major movements/protests of the Civil Rights movement. Identify and discuss the major leaders of the Civil Rights movement. Discuss the role of the Supreme Court and its impact on the movement. Discuss the role of schools.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Unit Test at end of unit which includes End of Course style questions, multiple choice, short answer, and extended responses.

(Identify and Discuss the major movements/protests of the Civil Rights movement. Identify and discuss the major leaders of the Civil Rights movement. Discuss the role of the Supreme Court and its impact on the movement. Discuss the role of schools.)

STANDARDS

Ohio - High School - Social Studies - American History

AH.27.

Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights.

AH.30.

Political debates focused on the extent of the role of government in the economy, environmental protection, social welfare and national security.

Unit 6: Vietnam

Social Studies - HS - Social Studies 2 - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Containment, Causes of Vietnam War, Difficulties in fighting the war, American disliking of the war, Protests - Kent. St., My Lai

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Warm Up Questions

Interactive activities

Videos

Short argumentative writing pieces

Lecture Notes

Study Guide

Maps

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to:

Identify and Discuss the causes of the Vietnam War.

Discuss what made fighting in Vietnam especially difficult. Discuss how and why the American people began to disapprove of the War. Discuss the Kent St. Shooting and its impact.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Unit Test at end of unit which includes End of Course style questions, multiple choice, short answer, and extended responses

(Identify and Discuss the causes of the Vietnam War.

Discuss what made fighting in Vietnam especially difficult. Discuss how and why the American people began to disapprove of the War. Discuss the Kent St. Shooting and its impact.)

STANDARDS

Ohio - High School - Social Studies - American History

AH.25.

The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics.

AH.30.

Political debates focused on the extent of the role of government in the economy, environmental protection, social welfare and national security.

Unit 7: Conservative Revival

Social Studies - HS - Social Studies 2 - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Great society vs Reaganomics, Richard Nixon, Watergate, Impeachment, Gerald Ford, Jimmy Carter, Camp David Accords, New Right, Ronald Reagan, George H.W. Bush, Sandra Day O'Connor, EPA

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Warm Up Questions

Interactive activities, Videos

Short argumentative writing pieces

Lecture Notes

Study Guide

3 Level Guides

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to: Describe the differences between the Great Society vs Reaganomics, Describe the Watergate scandal, Identify the effects of the Watergate scandal, Describe the causes of the conservative revival in the United States,

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Unit Test at end of unit which includes End of Course style questions, multiple choice, short answer, and extended responses

(Students will be able to: Describe the differences between the Great Society vs Reaganomics, Describe the Watergate scandal, Identify the effects of the Watergate scandal, Describe the causes of the conservative revival in the United States)

STANDARDS

Ohio - High School - Social Studies - American History

AH.30.

Political debates focused on the extent of the role of government in the economy, environmental protection, social welfare and national security.

Unit 8: Modern America

Social Studies - HS - Social Studies 2 - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

U.S. Economy impacted by many influences since the 1990s, Global Technology has increased communication (Personal computer, internet, social media, mobile phone), International trade, transnational business organizations, and overseas competition have challenged American producers and local communities, (Effects: Decrease in manufacturing jobs and closing plants, a shift from manufacturing industry towards a service industry, growth in lower-paying jobs, growth of information technology jobs, increase in U.S. trade deficit), National security issues post 9-11 (Patriot Act, Creation of Transportation Security Administration, Increase in Islamophobia and Xenophobia, Increased fears in domestic terrorism), Continuing debate between role state and federal government, Economic issues, foreign policy issues post 9-11

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Warm Up Questions
Interactive activities
Videos
Short argumentative writing pieces
Lecture Notes
Study Guide

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to: Describe the United States post 9-11, Identify the changes in the United States 21st century economy, Determine the effects of the changing U.S. economy, Describe the social issues created Post 9-11

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Unit Test at end of unit which includes End of Course style questions, multiple choice, short answer, and extended responses

(Students will be able to: Describe the United States post 9-11, Identify the changes in the United States 21st century economy, Determine the effects of the changing U.S. economy, Describe the social issues created Post 9-11)

STANDARDS

Ohio - High School - Social Studies - American History
AH.31.
Improved global communications, international trade, transnational business organizations, overseas competition and the shift from manufacturing to service industries have impacted the American economy.
AH.32.
The United States faced new political, national security and economic challenges in the post-Cold War world and following the attacks on September 11, 2001.

Unit 8: Modern America

Social Studies - HS - Social Studies 2 - Last Updated on June 30, 2023

AH.33.

Focusing on foreign policy, the United States faces ongoing economic, political, military, and social challenges in the post-Cold War era and following the attacks of September 11, 2001.

Unit 9: EOC Prep

Social Studies - HS - Social Studies 2 - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Review topics that will be on the EOC. Prepare Students for EOC.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Warm Up Questions, Interactive activities, Videos, Edulastic (These are former EOC Questions), EOC Study Guide, Flash Cards, Review Games

ATTACHMENTS

 EOC Study Guide

 Civil Rights EOC Prep

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to:

*Focus will also be placed on material learned in SSI (Industrialization, Immigration, Progressive Era, Imperialism, WWI, Roaring 20s, Great Depression, New Deal)

Prepare themselves for the End of Course Exam.

Review topics that will be on the End of Course Exam.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

End of Course Exam

STANDARDS

Ohio - High School - Social Studies - American History
AH.1.
The use of primary and secondary sources of information includes an examination of the credibility of each source.
AH.2.
Historians develop theses and use evidence to support or refute positions.
AH.3.
Historians analyze cause, effect, sequence and correlation in historical events, including multiple causation and long- and short-term causal relations.
AH.4.
The Declaration of Independence elaborates on the rights and role of the people in building the foundations of the American nation through the principles of unalienable rights and consent of the people.
AH.5.

Unit 9: EOC Prep

Social Studies - HS - Social Studies 2 - Last Updated on June 30, 2023

The Northwest Ordinance elaborates on the rights and role of the people in building the foundations of the American nation through its establishment of natural rights and setting up educational institutions.

AH.6.

The U.S. Constitution established the foundations of the American nation and the relationship between the people and their government.

AH.7.

The debate presented by the Federalist and Anti-Federalist Papers over protections for individuals and limits on government power resulted in the Bill of Rights. The Bill of Rights provides constitutional protections for individual liberties and limits on governmental power.

AH.8.

The rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agrarian to an increasingly urban industrial society.

AH.9.

The rise of industrialization led to a rapidly expanding workforce. Labor organizations grew amidst unregulated working conditions, laissez-faire policies toward big business, and violence toward supporters of organized labor.

AH.10.

Immigration, internal migration and urbanization transformed American life.

AH.11.

Continued settlement by Americans in the West intensified conflict with American Indians and reinforced the policy of the reservation system.

AH.12.

Following Reconstruction, old political and social structures reemerged and racial discrimination was institutionalized.

AH.13.

The Progressive era was an effort to address the ills of American society stemming from industrial capitalism, urbanization and political corruption.

AH.14.

As a result of overseas expansion, the Spanish-American War and World War I, the United States emerged as a world power.

Unit 9: EOC Prep

Social Studies - HS - Social Studies 2 - Last Updated on June 30, 2023

AH.15.
After World War I, the United States pursued efforts to maintain peace in the world. However, as a result of the national debate over the Versailles Treaty ratification and the League of Nations, the United States moved away from the role of world peacekeeper and limited its involvement in international affairs.
AH.16.
Racial intolerance, anti-immigrant attitudes and the Red Scare contributed to social unrest after World War I.
AH.17.
An improved standard of living for many, combined with technological innovations in communication, transportation and industry, resulted in social and cultural changes and tensions.
AH.18.
Movements such as the Harlem Renaissance, AfricanAmerican migration, women's suffrage and Prohibition all contributed to social change.
AH.19.
The Great Depression was caused, in part, by the federal government's monetary policies, stock market speculation, and increasing consumer debt. The role of the federal government expanded as a result of the Great Depression.
AH.20.
During the 1930s, the U.S. government attempted to distance the country from earlier interventionist policies in the Western Hemisphere as well as retain an isolationist approach to events in Europe and Asia until the beginning of World War II.
AH.21.
United States policy and mobilization of its economic and military resources during World War II affected American society. Despite mistreatment, marginalized groups played important roles in the war effort while continuing to protest unfair treatment.
AH.22.
Use of atomic weapons changed the nature of war, altered the balance of power and began the nuclear age. *
AH.23.
The United States followed a policy of containment during the Cold War in response to the spread of communism.
AH.24.

Unit 9: EOC Prep

Social Studies - HS - Social Studies 2 - Last Updated on June 30, 2023

The Second Red Scare and McCarthyism reflected Cold War fears in American society.
AH.25.
The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics.
AH.26.
The collapse of communist governments in Eastern Europe and the U.S.S.R. brought an end to the Cold War.
AH.27.
Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights.
AH.28.
The postwar economic boom and advances in science and technology, produced changes in American life.
AH.29.
The continuing population flow from cities to suburbs, the internal migrations from the Rust Belt to the Sun Belt, and the increase in immigration resulting from passage of the 1965 Immigration Act have had social and political effects.
AH.30.
Political debates focused on the extent of the role of government in the economy, environmental protection, social welfare and national security.
AH.31.
Improved global communications, international trade, transnational business organizations, overseas competition and the shift from manufacturing to service industries have impacted the American economy.
AH.32.
The United States faced new political, national security and economic challenges in the post-Cold War world and following the attacks on September 11, 2001.
AH.33.
Focusing on foreign policy, the United States faces ongoing economic, political, military, and social challenges in the post-Cold War era and following the attacks of September 11, 2001.

Social Studies - HS - Honors Social Studies 2

Vermilion Local School District

UNITS (12/12 SELECTED)

 Unit 1: Key Documents & Reconstruction	<i>14 lessons</i>
 Unit 2: Industrialization, Immigration, & Progressive Era	<i>17 lessons</i>
 Unit 3: Imperialism & WWI	<i>12 lessons</i>
 Unit 4: Roaring 20s & Great Depression	<i>12 lessons</i>
 Unit 5: WWII	<i>21 lessons</i>
 Unit 6: Cold War	<i>15 lessons</i>
 Unit 7: Civil Rights	<i>12 lessons</i>
 Unit 8: Vietnam	<i>12 lessons</i>
 Unit 9: EOC Prep	<i>12 lessons</i>
 Unit 10: Modern America	<i>12 lessons</i>
 Unit 11: Book Analysis Paper	<i>1 lessons</i>
 Unit 12: Research Paper	<i>1 lessons</i>

Unit 1: Key Documents & Reconstruction

Social Studies - HS - Honors Social Studies 2 - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Examination of Primary & Secondary sources (*Also incorporated throughout the year*), Development of thesis (*Also incorporated throughout the year*), Analyze cause and effect (*Also incorporated throughout the year*), Declaration of Independence, Northwest Ordinance, Constitution & Bill of Rights, Debate between Federalists & Anti-Federalists, Reconstruction Amendments, Jim Crow Laws, African American Disenfranchisement

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Warm Up Questions

Interactive activities

Primary Source analysis of all Key Documents

Videos

Short argumentative writing pieces Lecture Notes

Study Guide

BOR Game (Do I have a Right)

BOR Poster Activity **Including Federalist/Anti-Federalist Argument**

Louisiana Literacy Test

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to: Identify the difference between primary & secondary sources. Develop their own thesis statements. Identify key components of the Declaration of Independence, Northwest Ordinance, Constitution, and the Bill of Rights. Identify the differences between the Federalists and Anti-Federalists + their role in creating the Bill of Rights. Define and Describe the Reconstruction Era and its 3 Amendments. Describe how African Americans were disenfranchised post civil war (Grandfather Clause, Poll Tax, Literacy Tests). Define and Discuss Jim Crow Laws.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Unit Test at end of unit which includes End of Course style questions, multiple choice, short answer, and extended responses

ATTACHMENTS

 Unit 1 Test H Amendment Matching .pages

 Unit 1 Test.pages

STANDARDS

Ohio - High School - Social Studies - American History

Unit 1: Key Documents & Reconstruction

Social Studies - HS - Honors Social Studies 2 - Last Updated on June 30, 2023

AH.1.
The use of primary and secondary sources of information includes an examination of the credibility of each source.
AH.2.
Historians develop theses and use evidence to support or refute positions.
AH.3.
Historians analyze cause, effect, sequence and correlation in historical events, including multiple causation and long- and short-term causal relations.
AH.4.
The Declaration of Independence elaborates on the rights and role of the people in building the foundations of the American nation through the principles of unalienable rights and consent of the people.
AH.5.
The Northwest Ordinance elaborates on the rights and role of the people in building the foundations of the American nation through its establishment of natural rights and setting up educational institutions.
AH.6.
The U.S. Constitution established the foundations of the American nation and the relationship between the people and their government.
AH.7.
The debate presented by the Federalist and Anti-Federalist Papers over protections for individuals and limits on government power resulted in the Bill of Rights. The Bill of Rights provides constitutional protections for individual liberties and limits on governmental power.
AH.12.
Following Reconstruction, old political and social structures reemerged and racial discrimination was institutionalized.

Unit 2: Industrialization, Immigration, & Progressive Era

Social Studies - HS - Honors Social Studies 2 - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Rise of corporations, monopolies, Captains of Industry/Robber Barons, Growth of Labor Unions + Issues/ Strikes, Laissez-Faire economic policies, Working Conditions, Immigration, Muckrakers, Fixing of societal issues - Meat Industry - Child Labor - etc, Dawes Act, Homestead Act

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Warm Up Questions, Interactive activities, Videos, Short argumentative writing pieces, Lecture Notes, Study Guide, Robber Baron/Captain or Industry Poster Activity, Muckraker Bento, Immigration social media project, Ellis & Angel Island

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to: Define and Discuss Monopolies. Discuss how monopolies are formed (Vertical & Horizontal Integration). Define, Discuss, & Identify Robber Barons/Captains of Industry. Discuss the growth of Labor Unions and their strategies to obtain better working conditions. Discuss working conditions. Identify muckrakers and their impact on society. Identify and discuss the impact of the Progressive Era on society.

Skills - Analysis, Collaboration, Presentation

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Unit Test/Quiz at end of unit which includes End of Course style questions, multiple choice, short answer, and extended responses

ATTACHMENTS

 Unit 2 H Test

 Unit 2 H Test Writing

STANDARDS

Ohio - High School - Social Studies - American History
AH.8.
The rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agrarian to an increasingly urban industrial society.
AH.9.
The rise of industrialization led to a rapidly expanding workforce. Labor organizations grew amidst unregulated working conditions, laissez-faire policies toward big business, and violence toward supporters of organized labor.
AH.10.
Immigration, internal migration and urbanization transformed American life.
AH.11.

Unit 2: Industrialization, Immigration, & Progressive Era

Social Studies - HS - Honors Social Studies 2 - Last Updated on June 30, 2023

Continued settlement by Americans in the West intensified conflict with American Indians and reinforced the policy of the reservation system.

Unit 3: Imperialism & WWI

Social Studies - HS - Honors Social Studies 2 - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Spanish-American War, Yellow Journalism, Territory Gained from Spanish-American War, Becoming of a World Power, Acquisition of Hawaii & Alaska, United States movement from Neutrality to War during WWI, MAIN, Triple Entente vs Central Powers, Efforts of American people during War, WWI Propaganda, End of War + Treaty of Versailles

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Warm Up Questions, Interactive activities, Videos, Short argumentative writing pieces, Lecture Notes, Study Guide, Spanish-American War group activity, Map Activities, WWI Group Presentation project

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to: Identify and discuss the Spanish American War - Why the U.S. went to war, what the U.S. gained, How the war helped establish the United States as a world power. How the U.S. acquired Hawaii & Alaska as well as their importance. What caused the United States to join WWI, Identify the two alliances from WWI. Identify and Discuss the flaws of the Treaty of Versailles

Skills - Analysis, Collaboration, Presentation

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Unit Test/Quiz at end of unit which includes End of Course style questions, multiple choice, short answer, and extended responses

ATTACHMENTS

 Honors Unit 3 Test

 HONORS Unit 3 Test Writing

STANDARDS

Ohio - High School - Social Studies - American History

AH.13.

The Progressive era was an effort to address the ills of American society stemming from industrial capitalism, urbanization and political corruption.

AH.14.

As a result of overseas expansion, the Spanish-American War and World War I, the United States emerged as a world power.

AH.15.

After World War I, the United States pursued efforts to maintain peace in the world. However, as a result of the national debate over the Versailles Treaty ratification and the League of Nations, the United States moved away from the role of world peacekeeper and limited its involvement in international affairs.

Unit 4: Roaring 20s & Great Depression

Social Studies - HS - Honors Social Studies 2 - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Roaring 20s, Rise of Celebrities, Buying on Margin, 1st Red Scare, Great Migration & Harlem Renaissance, Causes of Great Depression, Response to Great Depression (Hoover & FDR), New Deal & its programs.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Warm Up Questions, Interactive activities, Videos, Short argumentative writing pieces, Lecture Notes, Study Guide, Stock Market Game, 1920s Website

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to:

Describe the Roaring 20s and its role in creating the Great Depression. Discuss the Great Migration/ Harlem Renaissance/ Red Scare. Identify what Caused the Great Depression. Discuss how two separate presidents responded to the Great Depression. Identify the New Deal and its impact.

Skills - Analysis, Collaboration, Analyzing Cause & Effect

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Unit Test at end of unit which includes End of Course style questions, multiple choice, short answer, and extended responses

ATTACHMENTS



Unit 4 Test Honors



Unit 4 Test Writing Honors

STANDARDS

Ohio - High School - Social Studies - American History

AH.15.

After World War I, the United States pursued efforts to maintain peace in the world. However, as a result of the national debate over the Versailles Treaty ratification and the League of Nations, the United States moved away from the role of world peacekeeper and limited its involvement in international affairs.

AH.16.

Racial intolerance, anti-immigrant attitudes and the Red Scare contributed to social unrest after World War I.

AH.17.

An improved standard of living for many, combined with technological innovations in communication, transportation and industry, resulted in social and cultural changes and tensions.

AH.18.

Unit 4: Roaring 20s & Great Depression

Social Studies - HS - Honors Social Studies 2 - Last Updated on June 30, 2023

Movements such as the Harlem Renaissance, AfricanAmerican migration, women's suffrage and Prohibition all contributed to social change.

AH.19.

The Great Depression was caused, in part, by the federal government's monetary policies, stock market speculation, and increasing consumer debt. The role of the federal government expanded as a result of the Great Depression.

AH.20.

During the 1930s, the U.S. government attempted to distance the country from earlier interventionist policies in the Western Hemisphere as well as retain an isolationist approach to events in Europe and Asia until the beginning of World War II.

Unit 5: WWII

Social Studies - HS - Honors Social Studies 2 - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Dictators of WWII, How WWII starts (U.S. not involved yet), American Neutrality, Pearl Harbor and beginning of war for U.S., Holocaust, Turning Points (WWII Battles), Yalta & Potsdam, Atomic Bombings, Homefront during the war (Including Japanese Internment)

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Warm Up Questions, Interactive activities, Videos, Short argumentative writing pieces, Lecture Notes, Study Guide, Netflix Turning Points Project, Atomic Bomb Debate, WWII Tic-Tac-Toe, WWII Dictator Presentations

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to:

Identify & Discuss the Dictators of WWII. Discuss the American policy of neutrality/isolationism. Explain what ends Isolationism. Discuss different WWII battles and determine which ones were a turning point. Create an argument centered around the use of atomic weapons in WWII.

Skills - Analysis, Collaboration, Argumentation

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Unit Test at end of unit which includes End of Course style questions, multiple choice, short answer, and extended responses

ATTACHMENTS

 Honors Unit 5 Test

 Honors Unit 5 Test Writing

STANDARDS

Ohio - High School - Social Studies - American History

AH.20.

During the 1930s, the U.S. government attempted to distance the country from earlier interventionist policies in the Western Hemisphere as well as retain an isolationist approach to events in Europe and Asia until the beginning of World War II.

AH.21.

United States policy and mobilization of its economic and military resources during World War II affected American society. Despite mistreatment, marginalized groups played important roles in the war effort while continuing to protest unfair treatment.

AH.22.

Use of atomic weapons changed the nature of war, altered the balance of power and began the nuclear age. *

Unit 6: Cold War

Social Studies - HS - Honors Social Studies 2 - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Post WWII Superpower Status, Iron Curtain, Containment, Truman Doctrine, Marshall Plan, Berlin Airlift, NATO, Warsaw Pact, Arms Race, Space Race, Cold War issues at Home - McCarthyism, Spies, Korean War, Bay of Pigs Invasion, Cuban Missile Crisis, Fall of Soviet Union

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Warm Up Questions, Interactive activities, Videos, Short argumentative writing pieces, Lecture Notes, Study Guide, Cold War Timeline

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to:

Identify and discuss what makes a superpower, who the two superpowers were, and why they were enemies. Identify the various policy decisions the United States made to combat the Soviet Union and its expansion. Discuss the impact and threat that the arms race posed to the rest of the world. Identify and discuss how the Cold War impacted Americans at home. Identify and discuss the various military conflicts that arose as a result of the Cold War. Discuss the fall of the Soviet Union and its effect.

Skills - Analysis, Collaboration

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Unit Test at end of unit which includes End of Course style questions, multiple choice, short answer, and extended responses

ATTACHMENTS

 Honors Unit 6 Test

 HONORS Unit 6 Writing

STANDARDS

Ohio - High School - Social Studies - American History

AH.22.

Use of atomic weapons changed the nature of war, altered the balance of power and began the nuclear age. *

AH.23.

The United States followed a policy of containment during the Cold War in response to the spread of communism.

AH.24.

The Second Red Scare and McCarthyism reflected Cold War fears in American society.

AH.25.

The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics.

Unit 6: Cold War

Social Studies - HS - Honors Social Studies 2 - Last Updated on June 30, 2023

AH.26.

The collapse of communist governments in Eastern Europe and the U.S.S.R. brought an end to the Cold War.

Unit 7: Civil Rights

Social Studies - HS - Honors Social Studies 2 - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Thurgood Marshall, *Brown v Board of Education* VS *Plessy v Ferguson*, Sit-Ins, March on Selma, 24th Amendment, MLK & his assassination, Emmitt Till, March on Washington, Civil Rights Act, Voting Rights Act, Freedom Summer, Malcolm X, Little Rock 9,

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Warm Up Questions, Interactive activities, Videos, Short argumentative writing pieces, Lecture Notes, Study Guide, Civil Rights Collage

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

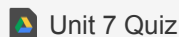
Students will be able to:

Identify and Discuss the major movements/protests of the Civil Rights movement. Identify and discuss the major leaders of the Civil Rights movement. Discuss the role of the Supreme Court and its impact on the movement. Discuss the role of schools.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Unit Test at end of unit which includes End of Course style questions, multiple choice, short answer, and extended responses

ATTACHMENTS



Unit 7 Quiz

STANDARDS

Ohio - High School - Social Studies - American History

AH.27.

Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights.

Unit 8: Vietnam

Social Studies - HS - Honors Social Studies 2 - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Containment, Causes of Vietnam War, Difficulties in fighting the war, American disliking of the war, Protests - Kent. St., My Lai

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Warm Up Questions, Interactive activities, Videos, Short argumentative writing pieces, Lecture Notes, Study Guide, 3 Level Guides, Maps, Protest Song Assignment

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to:

Identify and Discuss the causes of the Vietnam War.

Discuss what made fighting in Vietnam especially difficult. Discuss how and why the American people began to disapprove of the War. Discuss the Kent St. Shooting and its impact.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Unit Test at end of unit which includes End of Course style questions, multiple choice, short answer, and extended responses

STANDARDS

Ohio - High School - Social Studies - American History

AH.25.

The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics.

Unit 9: EOC Prep

Social Studies - HS - Honors Social Studies 2 - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Review topics that will be on the EOC. Prepare Students for EOC.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Warm Up Questions, Interactive activities, Videos, Edulastic (These are former EOC Questions), EOC Study Guide, Flash Cards, Review Games

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to:
Prepare themselves for the End of Course Exam.
Review topics that will be on the End of Course Exam.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

End of Course Exam

STANDARDS

Ohio - High School - Social Studies - American History
AH.1.
The use of primary and secondary sources of information includes an examination of the credibility of each source.
AH.2.
Historians develop theses and use evidence to support or refute positions.
AH.3.
Historians analyze cause, effect, sequence and correlation in historical events, including multiple causation and long- and short-term causal relations.
AH.4.
The Declaration of Independence elaborates on the rights and role of the people in building the foundations of the American nation through the principles of unalienable rights and consent of the people.
AH.5.
The Northwest Ordinance elaborates on the rights and role of the people in building the foundations of the American nation through its establishment of natural rights and setting up educational institutions.
AH.6.
The U.S. Constitution established the foundations of the American nation and the relationship between the people and their government.

Unit 9: EOC Prep

Social Studies - HS - Honors Social Studies 2 - Last Updated on June 30, 2023

AH.7.
The debate presented by the Federalist and Anti-Federalist Papers over protections for individuals and limits on government power resulted in the Bill of Rights. The Bill of Rights provides constitutional protections for individual liberties and limits on governmental power.
AH.8.
The rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agrarian to an increasingly urban industrial society.
AH.9.
The rise of industrialization led to a rapidly expanding workforce. Labor organizations grew amidst unregulated working conditions, laissez-faire policies toward big business, and violence toward supporters of organized labor.
AH.10.
Immigration, internal migration and urbanization transformed American life.
AH.11.
Continued settlement by Americans in the West intensified conflict with American Indians and reinforced the policy of the reservation system.
AH.12.
Following Reconstruction, old political and social structures reemerged and racial discrimination was institutionalized.
AH.13.
The Progressive era was an effort to address the ills of American society stemming from industrial capitalism, urbanization and political corruption.
AH.14.
As a result of overseas expansion, the Spanish-American War and World War I, the United States emerged as a world power.
AH.15.
After World War I, the United States pursued efforts to maintain peace in the world. However, as a result of the national debate over the Versailles Treaty ratification and the League of Nations, the United States moved away from the role of world peacekeeper and limited its involvement in international affairs.
AH.16.

Unit 9: EOC Prep

Social Studies - HS - Honors Social Studies 2 - Last Updated on June 30, 2023

Racial intolerance, anti-immigrant attitudes and the Red Scare contributed to social unrest after World War I.
AH.17.
An improved standard of living for many, combined with technological innovations in communication, transportation and industry, resulted in social and cultural changes and tensions.
AH.18.
Movements such as the Harlem Renaissance, AfricanAmerican migration, women's suffrage and Prohibition all contributed to social change.
AH.19.
The Great Depression was caused, in part, by the federal government's monetary policies, stock market speculation, and increasing consumer debt. The role of the federal government expanded as a result of the Great Depression.
AH.20.
During the 1930s, the U.S. government attempted to distance the country from earlier interventionist policies in the Western Hemisphere as well as retain an isolationist approach to events in Europe and Asia until the beginning of World War II.
AH.21.
United States policy and mobilization of its economic and military resources during World War II affected American society. Despite mistreatment, marginalized groups played important roles in the war effort while continuing to protest unfair treatment.
AH.22.
Use of atomic weapons changed the nature of war, altered the balance of power and began the nuclear age. *
AH.23.
The United States followed a policy of containment during the Cold War in response to the spread of communism.
AH.24.
The Second Red Scare and McCarthyism reflected Cold War fears in American society.
AH.25.
The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics.
AH.26.

Unit 9: EOC Prep

Social Studies - HS - Honors Social Studies 2 - Last Updated on June 30, 2023

The collapse of communist governments in Eastern Europe and the U.S.S.R. brought an end to the Cold War.

AH.27.

Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights.

AH.28.

The postwar economic boom and advances in science and technology, produced changes in American life.

AH.29.

The continuing population flow from cities to suburbs, the internal migrations from the Rust Belt to the Sun Belt, and the increase in immigration resulting from passage of the 1965 Immigration Act have had social and political effects.

AH.30.

Political debates focused on the extent of the role of government in the economy, environmental protection, social welfare and national security.

AH.31.

Improved global communications, international trade, transnational business organizations, overseas competition and the shift from manufacturing to service industries have impacted the American economy.

AH.32.

The United States faced new political, national security and economic challenges in the post-Cold War world and following the attacks on September 11, 2001.

AH.33.

Focusing on foreign policy, the United States faces ongoing economic, political, military, and social challenges in the post-Cold War era and following the attacks of September 11, 2001.

Unit 10: Modern America

Social Studies - HS - Honors Social Studies 2 - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Post War Boom - Movement to suburbs, Great Society vs Reagan Economics, Baby Boom, EPA, Balance between national security and individual rights (PATRIOT Act), growth in technology, Decrease in manufacturing jobs, growth in technology jobs, increase in U.S. trade deficit, 9-11, Great Recession

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Warm Up Questions, Interactive activities, Videos, Short argumentative writing pieces, Lecture Notes, Study Guide

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to: Discuss how the United States changed during the post WWII era and how it turned into what it is today.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Unit Test at end of unit which includes End of Course style questions, multiple choice, short answer, and extended responses

STANDARDS

Ohio - High School - Social Studies - American History
AH.28.
The postwar economic boom and advances in science and technology, produced changes in American life.
AH.29.
The continuing population flow from cities to suburbs, the internal migrations from the Rust Belt to the Sun Belt, and the increase in immigration resulting from passage of the 1965 Immigration Act have had social and political effects.
AH.30.
Political debates focused on the extent of the role of government in the economy, environmental protection, social welfare and national security.
AH.31.
Improved global communications, international trade, transnational business organizations, overseas competition and the shift from manufacturing to service industries have impacted the American economy.
AH.32.
The United States faced new political, national security and economic challenges in the post-Cold War world and following the attacks on September 11, 2001.
AH.33.

Unit 10: Modern America

Social Studies - HS - Honors Social Studies 2 - Last Updated on June 30, 2023

Focusing on foreign policy, the United States faces ongoing economic, political, military, and social challenges in the post-Cold War era and following the attacks of September 11, 2001.

Unit 11: Book Analysis Paper

Social Studies - HS - Honors Social Studies 2 - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

The book analysis assignment for Honors Social Studies II allows students to choose a personal selection from a list of assigned books that have had an impact upon American history. Through their reading and analysis of their chosen book, the student should determine why their book was a significant book in U.S. history. The student should also determine a central lesson to be learned from the book; a potential theme or thesis (a central lesson or argument that the author is attempting to make).

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Will largely be completed outside of class. We will have a few days where students can work on their paper and ask for help as needed.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Writing, Analysis, Argumentation, Time Management,

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Final Paper

ATTACHMENTS

 Book Analysis Assignment 22-23

STANDARDS

Ohio - High School - Social Studies - American History

AH.1.

The use of primary and secondary sources of information includes an examination of the credibility of each source.

AH.2.

Historians develop theses and use evidence to support or refute positions.

AH.3.

Historians analyze cause, effect, sequence and correlation in historical events, including multiple causation and long- and short-term causal relations.

AH.4.

The Declaration of Independence elaborates on the rights and role of the people in building the foundations of the American nation through the principles of unalienable rights and consent of the people.

AH.5.

The Northwest Ordinance elaborates on the rights and role of the people in building the foundations of the American nation through its establishment of natural rights and setting up educational institutions.

Unit 11: Book Analysis Paper

Social Studies - HS - Honors Social Studies 2 - Last Updated on June 30, 2023

AH.6.
The U.S. Constitution established the foundations of the American nation and the relationship between the people and their government.
AH.7.
The debate presented by the Federalist and Anti-Federalist Papers over protections for individuals and limits on government power resulted in the Bill of Rights. The Bill of Rights provides constitutional protections for individual liberties and limits on governmental power.
AH.8.
The rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agrarian to an increasingly urban industrial society.
AH.9.
The rise of industrialization led to a rapidly expanding workforce. Labor organizations grew amidst unregulated working conditions, laissez-faire policies toward big business, and violence toward supporters of organized labor.
AH.10.
Immigration, internal migration and urbanization transformed American life.
AH.11.
Continued settlement by Americans in the West intensified conflict with American Indians and reinforced the policy of the reservation system.
AH.12.
Following Reconstruction, old political and social structures reemerged and racial discrimination was institutionalized.
AH.13.
The Progressive era was an effort to address the ills of American society stemming from industrial capitalism, urbanization and political corruption.
AH.14.
As a result of overseas expansion, the Spanish-American War and World War I, the United States emerged as a world power.
AH.15.

Unit 11: Book Analysis Paper

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After World War I, the United States pursued efforts to maintain peace in the world. However, as a result of the national debate over the Versailles Treaty ratification and the League of Nations, the United States moved away from the role of world peacekeeper and limited its involvement in international affairs.

AH.16.

Racial intolerance, anti-immigrant attitudes and the Red Scare contributed to social unrest after World War I.

AH.17.

An improved standard of living for many, combined with technological innovations in communication, transportation and industry, resulted in social and cultural changes and tensions.

AH.18.

Movements such as the Harlem Renaissance, AfricanAmerican migration, women's suffrage and Prohibition all contributed to social change.

AH.19.

The Great Depression was caused, in part, by the federal government's monetary policies, stock market speculation, and increasing consumer debt. The role of the federal government expanded as a result of the Great Depression.

AH.20.

During the 1930s, the U.S. government attempted to distance the country from earlier interventionist policies in the Western Hemisphere as well as retain an isolationist approach to events in Europe and Asia until the beginning of World War II.

AH.21.

United States policy and mobilization of its economic and military resources during World War II affected American society. Despite mistreatment, marginalized groups played important roles in the war effort while continuing to protest unfair treatment.

AH.22.

Use of atomic weapons changed the nature of war, altered the balance of power and began the nuclear age. *

AH.23.

The United States followed a policy of containment during the Cold War in response to the spread of communism.

AH.24.

The Second Red Scare and McCarthyism reflected Cold War fears in American society.

Unit 11: Book Analysis Paper

Social Studies - HS - Honors Social Studies 2 - Last Updated on June 30, 2023

AH.25.
The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics.
AH.26.
The collapse of communist governments in Eastern Europe and the U.S.S.R. brought an end to the Cold War.
AH.27.
Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights.
AH.28.
The postwar economic boom and advances in science and technology, produced changes in American life.
AH.29.
The continuing population flow from cities to suburbs, the internal migrations from the Rust Belt to the Sun Belt, and the increase in immigration resulting from passage of the 1965 Immigration Act have had social and political effects.
AH.30.
Political debates focused on the extent of the role of government in the economy, environmental protection, social welfare and national security.
AH.31.
Improved global communications, international trade, transnational business organizations, overseas competition and the shift from manufacturing to service industries have impacted the American economy.
AH.32.
The United States faced new political, national security and economic challenges in the post-Cold War world and following the attacks on September 11, 2001.
AH.33.
Focusing on foreign policy, the United States faces ongoing economic, political, military, and social challenges in the post-Cold War era and following the attacks of September 11, 2001.

Unit 12: Research Paper

Social Studies - HS - Honors Social Studies 2 - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Students are to complete a five to six page research paper concerning a topic from The Cold War, or the Modern American History Era. Topics can include events or people and must be related to topics covered in the class. Papers should contain a thesis or central argument.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Will largely be completed outside of class. We will have a few days where students can work on their paper and ask for help as needed.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Writing, Analysis, Argumentation, Time Management,

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Final Paper

ATTACHMENTS



STANDARDS

Ohio - High School - Social Studies - American History
AH.1.
The use of primary and secondary sources of information includes an examination of the credibility of each source.
AH.33.
Focusing on foreign policy, the United States faces ongoing economic, political, military, and social challenges in the post-Cold War era and following the attacks of September 11, 2001.
AH.32.
The United States faced new political, national security and economic challenges in the post-Cold War world and following the attacks on September 11, 2001.
AH.31.
Improved global communications, international trade, transnational business organizations, overseas competition and the shift from manufacturing to service industries have impacted the American economy.
AH.30.
Political debates focused on the extent of the role of government in the economy, environmental protection, social welfare and national security.

Unit 12: Research Paper

Social Studies - HS - Honors Social Studies 2 - Last Updated on June 30, 2023

AH.29.
The continuing population flow from cities to suburbs, the internal migrations from the Rust Belt to the Sun Belt, and the increase in immigration resulting from passage of the 1965 Immigration Act have had social and political effects.
AH.28.
The postwar economic boom and advances in science and technology, produced changes in American life.
AH.27.
Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights.
AH.26.
The collapse of communist governments in Eastern Europe and the U.S.S.R. brought an end to the Cold War.
AH.25.
The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics.
AH.24.
The Second Red Scare and McCarthyism reflected Cold War fears in American society.
AH.23.
The United States followed a policy of containment during the Cold War in response to the spread of communism.
AH.22.
Use of atomic weapons changed the nature of war, altered the balance of power and began the nuclear age. *
AH.21.
United States policy and mobilization of its economic and military resources during World War II affected American society. Despite mistreatment, marginalized groups played important roles in the war effort while continuing to protest unfair treatment.

Social Studies - HS - Social Studies 3 Honors

Vermilion Local School District

UNITS (10/10 SELECTED)

 Unit 1: Principles of Government	<i>19 lessons</i>
 Unit 2: American Independence and the AOC	<i>19 lessons</i>
 Unit 3: Creation of the U.S. Constitution	<i>21 lessons</i>
 Unit 4: Bill of Rights and Amendments 11-27	<i>26 lessons</i>
 Unit 5: Citizen Participation and Political Influence	<i>11 lessons</i>
 Unit 6: Federalism and the Legislative Branch	<i>15 lessons</i>
 Unit 7: Executive and Judicial Branches	<i>15 lessons</i>
 Unit 8: Government and the Economy	<i>7 lessons</i>
 Unit 9: EOC Preparation and Review	<i>15 lessons</i>
 Unit 10: Financial Literacy	<i>20 lessons</i>

Unit 1: Principles of Government

Social Studies - HS - Social Studies 3 Honors - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Principles of government; why governments exist; function/role of government; what governments do; what is a state; how policy is made; forms of government and economies; what are the different types of democracies - Ch. 1 and 2

STANDARDS

Ohio Extended - Grades 9-12 - American Government
AMG.912.4a
Explain basic principles of government in the United States (e.g., separation of powers, checks and balances, federalism).
AMG.912.4b
Identify key principles of the United States Constitution that provide the structure to the government of the United States.
AMG.912.6c
Identify the government as the source of laws that protect people. Topic: Role of the People

ATTACHMENTS

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 Ch 2 - Comparing Forms of Government.pdf

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Class notes; online simulations and games; small group discussion; class participation; quick write entry

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

-How can we be involved in the change process?

Democracy

-What does it mean to have a democracy?

-Why does democracy need education?

-Does government work for the people?

- The student can categorize methods of conflict resolution based on descriptions of conflict settings.

Unit 1: Principles of Government

Social Studies - HS - Social Studies 3 Honors - Last Updated on June 30, 2023

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- How can we be involved in the change process?
- What does it mean to have a democracy?
- Why does democracy need education?
- Does government work for the people?
- The student can categorize methods of conflict resolution based on descriptions of conflict settings.

Unit Reading and Writing Analysis ["Tragedy of the Commons"](#)

STANDARDS

Ohio Extended - Grades 9-12 - American Government
AMG.912.4a
Explain basic principles of government in the United States (e.g., separation of powers, checks and balances, federalism).
AMG.912.4b
Identify key principles of the United States Constitution that provide the structure to the government of the United States.
AMG.912.6c
Identify the government as the source of laws that protect people. Topic: Role of the People
AMG.912.
1a As a group, identify steps that need to be taken to make a positive change in the school or local community.

Unit 2: American Independence and the AOC

Social Studies - HS - Social Studies 3 Honors - Last Updated on June 30, 2023

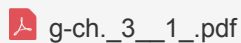
CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Foundations of American government; influences on the founding fathers; causes of independence with timeline; significance of the Declaration of Independence; causes of the Constitutional Convention/failure of the Articles of Confederation - Ch 3

STANDARDS

Ohio Extended - Grades 9-12 - American Government
AMG.912.3a
Identify possible ways to resolve problems in a conflict scenario.
AMG.912.3b
Participate in a group process to reach a consensus decision.
AMG.912.3c
Contribute to a group decision. Topic: Basic Principles of the U.S. Constitution
AMG.912.4a
Explain basic principles of government in the United States (e.g., separation of powers, checks and balances, federalism).
AMG.912.4b
Identify key principles of the United States Constitution that provide the structure to the government of the United States.
AMG.912.4c
Identify the Constitution as the foundation of government in the United States.

ATTACHMENTS



METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Class notes; online simulations and games; small group discussion; class participation; quick write entry

Unit 2: American Independence and the AOC

Social Studies - HS - Social Studies 3 Honors - Last Updated on June 30, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- Explain the basic principles of the Constitution
- Identify Federalist and Anti-Federalist viewpoints
- Assess why the Founders chose a federal republican form of government
 - Basic principles government graphic organizer/chart and vocabulary concept maps
 - Close reading of historical documents to identify basic principles
 - Basic principles in current news sources
 - Federalist and Anti-Federalist graphic organizer
 - Categorize quotes as Federalist or Anti-Federalist
 - Federalist and Anti-Federalist primary source analysis
 - Compare contemporary viewpoints about national and state power

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- Explain the basic principles of the Constitution
- Identify Federalist and Anti-Federalist viewpoints
- Assess why the Founders chose a federal republican form of government
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 - Federalist and Anti-Federalist graphic organizer
 - Categorize quotes as Federalist or Anti-Federalist
 - Federalist and Anti-Federalist primary source analysis
 - Compare contemporary viewpoints about national and state power

Unit Reading and Writing Analysis [“The Curse of Heaven”](#) Slavery and the Constitution

STANDARDS

Ohio Extended - Grades 9-12 - American Government
AMG.912.3a
Identify possible ways to resolve problems in a conflict scenario.
AMG.912.3b
Participate in a group process to reach a consensus decision.
AMG.912.3c
Contribute to a group decision. Topic: Basic Principles of the U.S. Constitution
AMG.912.4a
Explain basic principles of government in the United States (e.g., separation of powers, checks and balances, federalism).
AMG.912.4b
Identify key principles of the United States Constitution that provide the structure to the government of the United

Unit 2: American Independence and the AOC

Social Studies - HS - Social Studies 3 Honors - Last Updated on June 30, 2023

States.
AMG.912.4c
Identify the Constitution as the foundation of government in the United States.

Unit 3: Creation of the U.S. Constitution

Social Studies - HS - Social Studies 3 Honors - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Causes of the Constitutional Convention/failure of the Articles of Confederation; Federalist v. Anti-Federalist debate; Adoption of the Bill of Rights; Ratification of the Constitution; The United States Constitution; the components of the Constitution; how does a federal republic work/function; basic powers of government and who has them

STANDARDS

Ohio Extended - Grades 9-12 - American Government
AMG.912.6b
Identify the three branches of the government and their functions in the United States.
AMG.912.4c
Identify the Constitution as the foundation of government in the United States.
AMG.912.4b
Identify key principles of the United States Constitution that provide the structure to the government of the United States.
AMG.912.5a
Explain how and why the United States Constitution has been or can be changed.
AMG.912.4a
Explain basic principles of government in the United States (e.g., separation of powers, checks and balances, federalism).
AMG.912.3c
Contribute to a group decision. Topic: Basic Principles of the U.S. Constitution
AMG.912.2a
Select and/or use relevant informational sources to investigate a current issue.

ATTACHMENTS

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METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Class notes; online simulations and games; small group discussion; class participation; quick write entry

Unit 3: Creation of the U.S. Constitution

Social Studies - HS - Social Studies 3 Honors - Last Updated on June 30, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- The student can explain the principle of popular sovereignty.
- The student can explain the principle of limited government.
- The student can explain the principle of federalism.
- The student can explain the principle of separation of powers.
- The student can explain the principle of checks and balances.
- The student can summarize the key debate over the ratification of the Constitution.
- The student can cite examples of limited government in the Bill of Rights.
- The student can explain how the first nine amendments protect individual rights.
- The student can explain how the 10th Amendment addressed limited government and federalism.
- The student can explain how amendments have extended voting rights to disenfranchised groups.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Unit Reading and Writing Analysis [Should the Constitution be Reformed? point/counterpoint](#)

STANDARDS

Ohio Extended - Grades 9-12 - American Government
AMG.912.2a
Select and/or use relevant informational sources to investigate a current issue.
AMG.912.3c
Contribute to a group decision. Topic: Basic Principles of the U.S. Constitution
AMG.912.4a
Explain basic principles of government in the United States (e.g., separation of powers, checks and balances, federalism).
AMG.912.5a
Explain how and why the United States Constitution has been or can be changed.
AMG.912.4b
Identify key principles of the United States Constitution that provide the structure to the government of the United States.
AMG.912.4c
Identify the Constitution as the foundation of government in the United States.
AMG.912.6b
Identify the three branches of the government and their functions in the United States.

Unit 4: Bill of Rights and Amendments 11-27

Social Studies - HS - Social Studies 3 Honors - Last Updated on June 30, 2023

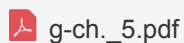
CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Bill of Rights 1-10 Civil Liberties and Civil Rights; what is the purpose of the judicial branch; why are SCOTUS justices appointed for life; what is the impact of a SCOTUS decision; what's difference between civil rights and civil liberties; Amendments 11-27

STANDARDS

Ohio Extended - Grades 9-12 - American Government
AMG.912.5a
Explain how and why the United States Constitution has been or can be changed.
AMG.912.5b
Identify key changes (i.e., amendments) to the United States Constitution that extended rights of citizens.
AMG.912.5c
Identify an amendment to the Constitution. Topic: Structure and Functions of the Federal Government
AMG.912.7a
Explain personally relevant rights from the Constitution (Bill of Rights and Amendments) of the United States.
AMG.912.7b
Distinguish between a right and a responsibility.

ATTACHMENTS



METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Class notes; online simulations and games; small group discussion; class participation; quick write entry

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- The student can explain the principle of popular sovereignty.
- The student can explain the principle of limited government.
- The student can explain the principle of federalism.
- The student can explain the principle of separation of powers.
- The student can explain the principle of checks and balances.
- The student can summarize the key debate over the ratification of the Constitution.
- The student can cite examples of limited government in the Bill of Rights.
- The student can explain how the first nine amendments protect individual rights.
- The student can explain how the 10th Amendment addressed limited government and federalism.
- The student can explain how amendments have extended voting rights to disenfranchised groups.

Unit 4: Bill of Rights and Amendments 11-27

Social Studies - HS - Social Studies 3 Honors - Last Updated on June 30, 2023

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- The student can explain the principle of popular sovereignty.
- The student can explain the principle of limited government.
- The student can explain the principle of federalism.
- The student can explain the principle of separation of powers.
- The student can explain the principle of checks and balances.
- The student can summarize the key debate over the ratification of the Constitution.
- The student can cite examples of limited government in the Bill of Rights.
- The student can explain how the first nine amendments protect individual rights.
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STANDARDS

Ohio Extended - Grades 9-12 - American Government
AMG.912.5a
Explain how and why the United States Constitution has been or can be changed.
AMG.912.5b
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AMG.912.5c
Identify an amendment to the Constitution. Topic: Structure and Functions of the Federal Government
AMG.912.7a
Explain personally relevant rights from the Constitution (Bill of Rights and Amendments) of the United States.
AMG.912.7b
Distinguish between a right and a responsibility.

Unit 5: Citizen Participation and Political Influence

Social Studies - HS - Social Studies 3 Honors - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Political participation and behavior; civic responsibilities v civic duties; political ideologies in America; America's 2-party system; power and influence of interest groups/special interests; the role of the media; measuring public opinion; campaigns and elections in America

STANDARDS

Ohio Extended - Grades 9-12 - American Government
AMG.912.1c
Actively participate in a group activity to make a change in the school. Topic: Civic Participation and Skills
AMG.912.2a
Select and/or use relevant informational sources to investigate a current issue.
AMG.912.3a
Identify possible ways to resolve problems in a conflict scenario.
AMG.912.3b
Participate in a group process to reach a consensus decision.
AMG.912.2c
Recognize a source of information that describes a current issue or issues.
AMG.912.3c
Contribute to a group decision. Topic: Basic Principles of the U.S. Constitution
AMG.912.7b
Distinguish between a right and a responsibility.
AMG.912.9a
Work collaboratively to identify a problem in the school or local community and develop a solution to the problem.
AMG.912.9c
Actively engage in planning or participating in a group activity to make a change in the school/community.
AMG.912.10a
Identify and participate in a public policy issue (e.g., writing a letter, volunteering).

Unit 5: Citizen Participation and Political Influence

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ATTACHMENTS

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METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Class notes; online simulations and games; small group discussion; class participation; quick write entry

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- The student can determine which political parties or interest groups address specific civic issues.
- The student can determine which means of communication are most effective for addressing specific civic issues.
- The student can evaluate the viability of various choices in resolving a civic issue.
- The student can evaluate the credibility of sources on a civic issue.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- The student can determine which political parties or interest groups address specific civic issues.
- The student can determine which means of communication are most effective for addressing specific civic issues.
- The student can evaluate the viability of various choices in resolving a civic issue.
- The student can evaluate the credibility of sources on a civic issue.

Unit Reading and Writing Analysis "[Fake News](#)"

STANDARDS

Ohio Extended - Grades 9-12 - American Government
AMG.912.1c
Actively participate in a group activity to make a change in the school. Topic: Civic Participation and Skills
AMG.912.2a
Select and/or use relevant informational sources to investigate a current issue.
AMG.912.3a
Identify possible ways to resolve problems in a conflict scenario.
AMG.912.3b

Unit 5: Citizen Participation and Political Influence

Social Studies - HS - Social Studies 3 Honors - Last Updated on June 30, 2023

Participate in a group process to reach a consensus decision.
AMG.912.2c
Recognize a source of information that describes a current issue or issues.
AMG.912.3c
Contribute to a group decision. Topic: Basic Principles of the U.S. Constitution
AMG.912.7b
Distinguish between a right and a responsibility.
AMG.912.9a
Work collaboratively to identify a problem in the school or local community and develop a solution to the problem.
AMG.912.9c
Actively engage in planning or participating in a group activity to make a change in the school/community.
AMG.912.10a
Identify and participate in a public policy issue (e.g., writing a letter, volunteering).
AMG.912.10b
Visit a local public agency to gain information on the services provided.
AMG.912.
1a As a group, identify steps that need to be taken to make a positive change in the school or local community.
AMG.912.1b
Contribute to planning or participating in a group activity to make a change in the school or community.

Unit 6: Federalism and the Legislative Branch

Social Studies - HS - Social Studies 3 Honors - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Federalism and the Legislative Branch; who has specific law making powers; why does the U.S. have a federal system; advantages v. disadvantages of federalism; what are the roles of the legislative branch; what are the powers of Congress; how does checks and balances work; Constitutional limits on the legislative branch; how are laws made

STANDARDS

Ohio Extended - Grades 9-12 - American Government
AMG.912.2a
Select and/or use relevant informational sources to investigate a current issue.
AMG.912.2b
Use two related sources of information to describe a current issue.
AMG.912.3b
Participate in a group process to reach a consensus decision.
AMG.912.2c
Recognize a source of information that describes a current issue or issues.
AMG.912.6a
Explain how the three branches of the government work together.
AMG.912.6b
Identify the three branches of the government and their functions in the United States.
AMG.912.8a
Explain how the state of Ohio government works together with the federal government to meet the needs of people in Ohio.
AMG.912.10a
Identify and participate in a public policy issue (e.g., writing a letter, volunteering).
AMG.912.11a
Identify local organizations or agencies that are supported by federal tax money; describe services of the organization or agency.

Unit 6: Federalism and the Legislative Branch

Social Studies - HS - Social Studies 3 Honors - Last Updated on June 30, 2023

AMG.912.11b

Explore local organizations or agencies that are supported by federal tax money

AMG.912.11c

Identify a local public agency that offers services.

ATTACHMENTS

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METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Class notes; online simulations and games; small group discussion; class participation; quick write entry

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- Graphic organizer on roles of the executive, legislative and judicial branches of government
- Checks and Balances graphic organizer
- Congress in a Flash reading and activities (iCivics)
 - The student can describe the ways that constitutional government in the United States can be changed.
 - The student can summarize how constitutional amendments have changed the original document and previous amendments.
 - The student can explain how judicial review has interpreted provisions of the Constitution to clarify and extend their meaning.
 - The student can give examples of public policy in the federal legislative branch.
 - The student can explain the role of the legislative branch.
 - The student can describe the actions and procedures of the legislative branch that establish public policy.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- Graphic organizer on roles of the executive, legislative and judicial branches of government
- Checks and Balances graphic organizer
- Congress in a Flash reading and activities (iCivics)
 - The student can describe the ways that constitutional government in the United States can be changed.
 - The student can summarize how constitutional amendments have changed the original document and previous amendments.
 - The student can explain how judicial review has interpreted provisions of the Constitution to clarify and extend their meaning.
 - The student can give examples of public policy in the federal legislative branch.
 - The student can explain the role of the legislative branch.
 - The student can describe the actions and procedures of the legislative branch that establish public policy.

Unit Reading and Writing Analysis “[What is the Senate filibuster, and what would it take to eliminate it?](#)”

STANDARDS

Ohio Extended - Grades 9-12 - American Government

Unit 6: Federalism and the Legislative Branch

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AMG.912.2a
Select and/or use relevant informational sources to investigate a current issue.
AMG.912.2b
Use two related sources of information to describe a current issue.
AMG.912.3b
Participate in a group process to reach a consensus decision.
AMG.912.2c
Recognize a source of information that describes a current issue or issues.
AMG.912.6a
Explain how the three branches of the government work together.
AMG.912.6b
Identify the three branches of the government and their functions in the United States.
AMG.912.8a
Explain how the state of Ohio government works together with the federal government to meet the needs of people in Ohio.
AMG.912.10a
Identify and participate in a public policy issue (e.g., writing a letter, volunteering).
AMG.912.11a
Identify local organizations or agencies that are supported by federal tax money; describe services of the organization or agency.
AMG.912.11b
Explore local organizations or agencies that are supported by federal tax money
AMG.912.11c
Identify a local public agency that offers services.

Unit 7: Executive and Judicial Branches

Social Studies - HS - Social Studies 3 Honors - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

The Executive branch; formal and informal powers of the POTUS; what does the Constitution say about the executive branch; role of the federal bureaucracy/cabinet; the federal budget; how checks and balances work; what is the purpose of the judicial branch; difference between civil and criminal law; what is meant by dual court system

STANDARDS

Ohio Extended - Grades 9-12 - American Government
AMG.912.2a
Select and/or use relevant informational sources to investigate a current issue.
AMG.912.3a
Identify possible ways to resolve problems in a conflict scenario.
AMG.912.2b
Use two related sources of information to describe a current issue.
AMG.912.3b
Participate in a group process to reach a consensus decision.
AMG.912.2c
Recognize a source of information that describes a current issue or issues.
AMG.912.5c
Identify an amendment to the Constitution. Topic: Structure and Functions of the Federal Government
AMG.912.6a
Explain how the three branches of the government work together.
AMG.912.6b
Identify the three branches of the government and their functions in the United States.

ATTACHMENTS

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Unit 7: Executive and Judicial Branches

Social Studies - HS - Social Studies 3 Honors - Last Updated on June 30, 2023

 g-ch._13.pdf

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Class notes; online simulations and games; small group discussion; class participation; quick write entry

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- Match responsibilities of the president with the correct power or duty found in the Constitution.
- Electoral College video ad or essay
- Electoral College class debate
- The student can explain the role of the executive branch.
- The student can describe the actions and procedures of the executive branch that establish public policy.
- The student can explain the role of the judicial branch.
- The student can describe the actions and procedures of the judicial branch that establish public policy.
- The student can list citizens' rights granted in the Constitution and Bill of Rights.
- The student can explain the due process clause of the 14th Amendment.
- The student can explain how incorporation expands the Bill of Rights to state and local governments.
- The student can describe the rights of Americans that protect the ability to participate in the political process.
- The student can describe the responsibilities of citizenship.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- Match responsibilities of the president with the correct power or duty found in the Constitution.
- Electoral College video ad or essay
- Electoral College class debate
- The student can explain the role of the executive branch.
- The student can describe the actions and procedures of the executive branch that establish public policy.
- The student can explain the role of the judicial branch.
- The student can describe the actions and procedures of the judicial branch that establish public policy.
- The student can list citizens' rights granted in the Constitution and Bill of Rights.
- The student can explain the due process clause of the 14th Amendment.
- The student can explain how incorporation expands the Bill of Rights to state and local governments.
- The student can describe the rights of Americans that protect the ability to participate in the political process.
- The student can describe the responsibilities of citizenship.

Unit Reading and Writing Analysis “[Supreme Court term limits are popular — and appear to be going nowhere?](#)”

STANDARDS

Ohio Extended - Grades 9-12 - American Government

AMG.912.2a

Select and/or use relevant informational sources to investigate a current issue.

AMG.912.3a

Identify possible ways to resolve problems in a conflict scenario.

Unit 7: Executive and Judicial Branches

Social Studies - HS - Social Studies 3 Honors - Last Updated on June 30, 2023

AMG.912.2b
Use two related sources of information to describe a current issue.
AMG.912.3b
Participate in a group process to reach a consensus decision.
AMG.912.2c
Recognize a source of information that describes a current issue or issues.
AMG.912.5c
Identify an amendment to the Constitution. Topic: Structure and Functions of the Federal Government
AMG.912.6a
Explain how the three branches of the government work together.
AMG.912.6b
Identify the three branches of the government and their functions in the United States.

Unit 8: Government and the Economy

Social Studies - HS - Social Studies 3 Honors - Last Updated on June 30, 2023

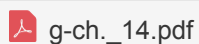
CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

How the government creates an annual budget; difference between expansionary and contractionary economic policies; what tools does the government have to influence the economy (monetary v. fiscal policy)

STANDARDS

Ohio Extended - Grades 9-12 - American Government
AMG.912.2a
Select and/or use relevant informational sources to investigate a current issue.
AMG.912.3a
Identify possible ways to resolve problems in a conflict scenario.
AMG.912.2b
Use two related sources of information to describe a current issue.
AMG.912.3b
Participate in a group process to reach a consensus decision.
AMG.912.2c
Recognize a source of information that describes a current issue or issues.
AMG.912.8a
Explain how the state of Ohio government works together with the federal government to meet the needs of people in Ohio.
AMG.912.10c
Identify a local public agency that offers services.
AMG.912.11a
Identify local organizations or agencies that are supported by federal tax money; describe services of the organization or agency.
AMG.912.11b
Explore local organizations or agencies that are supported by federal tax money

ATTACHMENTS



Unit 8: Government and the Economy

Social Studies - HS - Social Studies 3 Honors - Last Updated on June 30, 2023

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Class notes; online simulations and games; small group discussion; class participation; quick write entry

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- The student can describe expansionary and contractionary policies.
- The student can explain how the Federal Reserve System uses monetary tools to regulate the nation's money supply and moderate the effects of expansion and contraction in the economy.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- The student can describe expansionary and contractionary policies.
- The student can explain how the Federal Reserve System uses monetary tools to regulate the nation's money supply and moderate the effects of expansion and contraction in the economy.

Unit Reading and Writing Analysis: [Universal Basic Income \(UBI\) point/counterpoint](#)

STANDARDS

Ohio Extended - Grades 9-12 - American Government
AMG.912.2a
Select and/or use relevant informational sources to investigate a current issue.
AMG.912.3a
Identify possible ways to resolve problems in a conflict scenario.
AMG.912.2b
Use two related sources of information to describe a current issue.
AMG.912.3b
Participate in a group process to reach a consensus decision.
AMG.912.2c
Recognize a source of information that describes a current issue or issues.
AMG.912.8a
Explain how the state of Ohio government works together with the federal government to meet the needs of people in Ohio.
AMG.912.10c
Identify a local public agency that offers services.

Unit 8: Government and the Economy

Social Studies - HS - Social Studies 3 Honors - Last Updated on June 30, 2023

AMG.912.11a

Identify local organizations or agencies that are supported by federal tax money; describe services of the organization or agency.

AMG.912.11b

Explore local organizations or agencies that are supported by federal tax money

Unit 9: EOC Preparation and Review

Social Studies - HS - Social Studies 3 Honors - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

EOC preparation; examining the Ohio Constitution; Conflict resolution; monetary v. fiscal policy; Amendments review

STANDARDS

Ohio Extended - Grades 9-12 - American Government
AMG.912.8c
Identify key community and state leaders.
AMG.912.9b
Complete a series of directions as part of a group plan to make a change in the school/community.
AMG.912.8b
Identify ways the Ohio government works to serve the needs of the people.
AMG.912.8a
Explain how the state of Ohio government works together with the federal government to meet the needs of people in Ohio.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Class notes; online simulations and games; small group discussion; class participation; quick write entry

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- The student can categorize methods of conflict resolution based on descriptions of conflict settings.
- The student can use persuasion to resolve a civic issue.
- The student can use compromise to resolve a civic issue.
- The student can use consensus building to resolve a civic issue.
- The student can use negotiation to resolve a civic issue.
- The student can explain similarities between the Ohio and U.S. Constitutions.
- The student can explain differences between the Ohio and U.S. Constitutions.
- The student can describe how the 1851 Ohio Constitution made several changes to improve governing.
- The student can connect the role an Ohio citizen could play to a specific state or local problem.
- The student can categorize courses of action open to Ohio citizens according to state or local venues.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

STANDARDS

Ohio Extended - Grades 9-12 - American Government
AMG.912.8a

Unit 9: EOC Preparation and Review

Social Studies - HS - Social Studies 3 Honors - Last Updated on June 30, 2023

Explain how the state of Ohio government works together with the federal government to meet the needs of people in Ohio.
AMG.912.8b
Identify ways the Ohio government works to serve the needs of the people.
AMG.912.9b
Complete a series of directions as part of a group plan to make a change in the school/community.
AMG.912.8c
Identify key community and state leaders.
AMG.912.7c
Engage in a classroom job that requires personal responsibility. Topic: Ohio's State and Local Governments
AMG.912.1c
Actively participate in a group activity to make a change in the school. Topic: Civic Participation and Skills

Unit 10: Financial Literacy

Social Studies - HS - Social Studies 3 Honors - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Financial Literacy; why invest in securities; saving for retirement; career assessment; how to buy a car and a house

STANDARDS

Ohio - High School - Economics and Financial Literacy
1.
Economists analyze multiple sources of data to predict trends, make inferences and arrive at conclusions.
2.
Reading financial reports (bank statements, stock market reports, mutual fund statements) enables individuals to make and analyze decisions about personal finances.
3.
People cannot have all the goods and services they want and, as a result, must choose some things and give up others.
5.
Markets exist when consumers and producers interact. When supply or demand changes, market prices adjust. Those adjustments send signals and provide incentives to consumers and producers to change their own decisions.
6.
Competition among sellers lowers costs and prices, and encourages producers to produce more of what consumers are willing and able to buy. Competition among buyers increases prices and allocates goods and services to those people who are willing and able to pay the most for them.
7.
A nation's overall level of economic well-being is determined by the interaction of spending and production decisions made by all households, firms, government agencies and others in the economy. Economic well-being can be assessed by analyzing economic indicators gathered by the government.
12.
Employee earning statements include information about gross wages, benefits, taxes and other deductions.
13.
Financial decision-making involves considering alternatives by examining costs and benefits.
14.

Unit 10: Financial Literacy

Social Studies - HS - Social Studies 3 Honors - Last Updated on June 30, 2023

A personal financial plan includes financial goals and a budget, including spending on goods and services, savings and investments, insurance and philanthropy.
15.
Different payment methods have advantages and disadvantages.
16.
Saving and investing help to build wealth.
17.
Savings can serve as a buffer against economic hardship.
19.
Banks, brokerages and insurance companies provide access to investments such as certificates of deposit, stocks, bonds and mutual funds.
20.
There are costs and benefits associated with various sources of credit available from different types of financial institutions.
21.
Credit and debt can be managed to maintain credit worthiness.
25.
Steps can be taken to safeguard one's personal financial information and reduce the risk of loss.
23.
Property and liability insurance protect against risks associated with use of property.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Class notes; online simulations and games; small group discussion; class participation; quick write entry

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- The student can demonstrate financial responsibility by managing money, using lifelong decision-making strategies, and enhancing employability and income.
- The student can demonstrate financial responsibility by budgeting, saving, and investing.
- The student can demonstrate financial responsibility by effectively balancing credit and debt.
- The student can demonstrate financial responsibility by making informed consumer decisions and managing risk.

Unit 10: Financial Literacy

Social Studies - HS - Social Studies 3 Honors - Last Updated on June 30, 2023

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- The student can demonstrate financial responsibility by managing money, using lifelong decision-making strategies, and enhancing employability and income.
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Unit 10: Financial Literacy

Social Studies - HS - Social Studies 3 Honors - Last Updated on June 30, 2023

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23.
Property and liability insurance protect against risks associated with use of property.
25.
Steps can be taken to safeguard one's personal financial information and reduce the risk of loss.

Social Studies - HS - Social Studies 3

Vermilion Local School District

UNITS (10/10 SELECTED)	SUGGESTED DURATION
 Unit 1: Principles of Government	19 lessons
 Unit 2: American Independence and the AOC	19 lessons
 Unit 3: Creation of the U.S. Constitution	21 lessons
 Unit 4: Bill of Rights and Amendments 11-27	26 lessons
 Unit 5: Citizen Participation and Political Influence	11 lessons
 Unit 6: Federalism and the Legislative Branch	15 lessons
 Unit 7: Executive and Judicial Branches	15 lessons
 Unit 8: Government and the Economy	7 lessons
 Unit 9: EOC Preparation and Review	15 lessons
 Unit 10: Financial Literacy	20 lessons

Unit 1: Principles of Government

Social Studies - HS - Social Studies 3 - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Principles of government; why governments exist; function/role of government; what governments do; what is a state; how policy is made; forms of government and economies; what are the different types of democracies - Ch. 1 and 2

STANDARDS

Ohio Extended - Grades 9-12 - American Government
AMG.912.4a
Explain basic principles of government in the United States (e.g., separation of powers, checks and balances, federalism).
AMG.912.4b
Identify key principles of the United States Constitution that provide the structure to the government of the United States.
AMG.912.6c
Identify the government as the source of laws that protect people. Topic: Role of the People

ATTACHMENTS

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 Ch 2 - Comparing Forms of Government.pdf

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Class notes; online simulations and games; small group discussion; class participation; quick write entry

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to answer:

- How can we be involved in the change process?
- What does it mean to have a democracy?
- Why does democracy need education?
- Does government work for the people?

Unit 1: Principles of Government

Social Studies - HS - Social Studies 3 - Last Updated on June 30, 2023

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Unit 1 Test: Multiple Choice questions and Short Response essays

ATTACHMENTS



SSIII Unit 1 Test 2022-2023



Unit 1 Short Response Essays 2022 - September 26, 8:58 AM

STANDARDS

Ohio Extended - Grades 9-12 - American Government

AMG.912.4a

Explain basic principles of government in the United States (e.g., separation of powers, checks and balances, federalism).

AMG.912.4b

Identify key principles of the United States Constitution that provide the structure to the government of the United States.

AMG.912.6c

Identify the government as the source of laws that protect people. Topic: Role of the People

AMG.912.1b

Contribute to planning or participating in a group activity to make a change in the school or community.

Unit 2: American Independence and the AOC

Social Studies - HS - Social Studies 3 - Last Updated on June 30, 2023

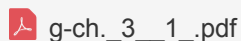
CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Foundations of American government; influences on the founding fathers; causes of independence with timeline; significance of the Declaration of Independence; causes of the Constitutional Convention/failure of the Articles of Confederation - Ch 3

STANDARDS

Ohio Extended - Grades 9-12 - American Government
AMG.912.3a
Identify possible ways to resolve problems in a conflict scenario.
AMG.912.3b
Participate in a group process to reach a consensus decision.
AMG.912.3c
Contribute to a group decision. Topic: Basic Principles of the U.S. Constitution
AMG.912.4a
Explain basic principles of government in the United States (e.g., separation of powers, checks and balances, federalism).
AMG.912.4b
Identify key principles of the United States Constitution that provide the structure to the government of the United States.
AMG.912.4c
Identify the Constitution as the foundation of government in the United States.

ATTACHMENTS



METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Class notes; online simulations and games; small group discussion; class participation; quick write entry

Unit 2: American Independence and the AOC

Social Studies - HS - Social Studies 3 - Last Updated on June 30, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- Explain the basic principles of the Constitution
- Identify Federalist and Anti-Federalist viewpoints
- Assess why the Founders chose a federal republican form of government
 - Basic principles government graphic organizer/chart and vocabulary concept maps
 - Close reading of historical documents to identify basic principles
 - Basic principles in current news sources
 - Federalist and Anti-Federalist graphic organizer
 - Categorize quotes as Federalist or Anti-Federalist
 - Federalist and Anti-Federalist primary source analysis
 - Compare contemporary viewpoints about national and

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Multiple Choice questions and extended response essay

ATTACHMENTS

 2022 Unit 2 Test SSIII

 Unit 2 Essay AOC v Constitution

STANDARDS

Ohio Extended - Grades 9-12 - American Government

AMG.912.3a

Identify possible ways to resolve problems in a conflict scenario.

AMG.912.3b

Participate in a group process to reach a consensus decision.

AMG.912.3c

Contribute to a group decision. Topic: Basic Principles of the U.S. Constitution

AMG.912.4a

Explain basic principles of government in the United States (e.g., separation of powers, checks and balances, federalism).

AMG.912.4b

Unit 2: American Independence and the AOC

Social Studies - HS - Social Studies 3 - Last Updated on June 30, 2023

Identify key principles of the United States Constitution that provide the structure to the government of the United States.

AMG.912.4c

Identify the Constitution as the foundation of government in the United States.

Unit 3: Creation of the U.S. Constitution

Social Studies - HS - Social Studies 3 - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Causes of the Constitutional Convention/failure of the Articles of Confederation; Federalist v. Anti-Federalist debate; Adoption of the Bill of Rights; Ratification of the Constitution; The United States Constitution; the components of the Constitution; how does a federal republic work/function; basic powers of government and who has them

STANDARDS

Ohio Extended - Grades 9-12 - American Government
AMG.912.6b
Identify the three branches of the government and their functions in the United States.
AMG.912.4c
Identify the Constitution as the foundation of government in the United States.
AMG.912.4b
Identify key principles of the United States Constitution that provide the structure to the government of the United States.
AMG.912.5a
Explain how and why the United States Constitution has been or can be changed.
AMG.912.4a
Explain basic principles of government in the United States (e.g., separation of powers, checks and balances, federalism).
AMG.912.3c
Contribute to a group decision. Topic: Basic Principles of the U.S. Constitution
AMG.912.2a
Select and/or use relevant informational sources to investigate a current issue.

ATTACHMENTS

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METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Class notes; online simulations and games; small group discussion; class participation; quick write entry;

Unit 3: Creation of the U.S. Constitution

Social Studies - HS - Social Studies 3 - Last Updated on June 30, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- The student can explain the principle of popular sovereignty.
- The student can explain the principle of limited government.
- The student can explain the principle of federalism.
- The student can explain the principle of separation of powers.
- The student can explain the principle of checks and balances.
- The student can summarize the key debate over the ratification of the Constitution.
- The student can cite examples of limited government in the Bill of Rights.
- The student can explain how the first nine amendments protect individual rights.
- The student can explain how the 10th Amendment addressed limited government and federalism.
- The student can explain how amendments have extended voting rights to disenfranchised groups.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Multiple Choice questions and Extended Response essay

ATTACHMENTS

 Chapter 4 (Unit 3) Test: The Composition of the Constitution

 (2020)Extended Response Essay: Constitution Test

STANDARDS

Ohio Extended - Grades 9-12 - American Government
AMG.912.2a
Select and/or use relevant informational sources to investigate a current issue.
AMG.912.3c
Contribute to a group decision. Topic: Basic Principles of the U.S. Constitution
AMG.912.4a
Explain basic principles of government in the United States (e.g., separation of powers, checks and balances, federalism).
AMG.912.5a
Explain how and why the United States Constitution has been or can be changed.
AMG.912.4b
Identify key principles of the United States Constitution that provide the structure to the government of the United States.
AMG.912.4c

Unit 3: Creation of the U.S. Constitution

Social Studies - HS - Social Studies 3 - Last Updated on June 30, 2023

Identify the Constitution as the foundation of government in the United States.
AMG.912.6b
Identify the three branches of the government and their functions in the United States.

Unit 4: Bill of Rights and Amendments 11-27

Social Studies - HS - Social Studies 3 - Last Updated on June 30, 2023

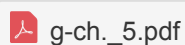
CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Bill of Rights 1-10 Civil Liberties and Civil Rights; what is the purpose of the judicial branch; why are SCOTUS justices appointed for life; what is the impact of a SCOTUS decision; what's difference between civil rights and civil liberties; Amendments 11-27

STANDARDS

Ohio Extended - Grades 9-12 - American Government
AMG.912.5a
Explain how and why the United States Constitution has been or can be changed.
AMG.912.5b
Identify key changes (i.e., amendments) to the United States Constitution that extended rights of citizens.
AMG.912.5c
Identify an amendment to the Constitution. Topic: Structure and Functions of the Federal Government
AMG.912.7a
Explain personally relevant rights from the Constitution (Bill of Rights and Amendments) of the United States.
AMG.912.7b
Distinguish between a right and a responsibility.

ATTACHMENTS



METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Class notes; online simulations and games; small group discussion; class participation; quick write entry

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- The student can explain the principle of popular sovereignty.
- The student can explain the principle of limited government.
- The student can explain the principle of federalism.
- The student can explain the principle of separation of powers.
- The student can explain the principle of checks and balances.
- The student can summarize the key debate over the ratification of the Constitution.
- The student can cite examples of limited government in the Bill of Rights.
- The student can explain how the first nine amendments protect individual rights.
- The student can explain how the 10th Amendment addressed limited government and federalism.
- The student can explain how amendments have extended voting rights to disenfranchised groups.

Unit 4: Bill of Rights and Amendments 11-27

Social Studies - HS - Social Studies 3 - Last Updated on June 30, 2023

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Two Multiple Choice Question tests

ATTACHMENTS

 Unit 4 Test: The Bill of Rights/Civil Liberties

 Topic 5 Test: Amendments 11-27

STANDARDS

Ohio Extended - Grades 9-12 - American Government

AMG.912.5a

Explain how and why the United States Constitution has been or can be changed.

AMG.912.5b

Identify key changes (i.e., amendments) to the United States Constitution that extended rights of citizens.

AMG.912.5c

Identify an amendment to the Constitution. Topic: Structure and Functions of the Federal Government

AMG.912.7a

Explain personally relevant rights from the Constitution (Bill of Rights and Amendments) of the United States.

AMG.912.7b

Distinguish between a right and a responsibility.

Unit 5: Citizen Participation and Political Influence

Social Studies - HS - Social Studies 3 - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Political participation and behavior; civic responsibilities v civic duties; political ideologies in America; America's 2-party system; power and influence of interest groups/special interests; the role of the media; measuring public opinion; campaigns and elections in America

STANDARDS

Ohio Extended - Grades 9-12 - American Government
AMG.912.1c
Actively participate in a group activity to make a change in the school. Topic: Civic Participation and Skills
AMG.912.2a
Select and/or use relevant informational sources to investigate a current issue.
AMG.912.3a
Identify possible ways to resolve problems in a conflict scenario.
AMG.912.3b
Participate in a group process to reach a consensus decision.
AMG.912.2c
Recognize a source of information that describes a current issue or issues.
AMG.912.3c
Contribute to a group decision. Topic: Basic Principles of the U.S. Constitution
AMG.912.7b
Distinguish between a right and a responsibility.
AMG.912.9a
Work collaboratively to identify a problem in the school or local community and develop a solution to the problem.
AMG.912.9c
Actively engage in planning or participating in a group activity to make a change in the school/community.
AMG.912.10a
Identify and participate in a public policy issue (e.g., writing a letter, volunteering).

Unit 5: Citizen Participation and Political Influence

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ATTACHMENTS

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 g-ch._7.pdf

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METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Class notes; online simulations and games; small group discussion; class participation; quick write entry

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- The student can determine which political parties or interest groups address specific civic issues.
- The student can determine which means of communication are most effective for addressing specific civic issues.
- The student can evaluate the viability of various choices in resolving a civic issue.
- The student can evaluate the credibility of sources on a civic issue.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Multiple Choice Questions and Short Response essay questions

ATTACHMENTS

 SSIII Unit 5 Test: Political Influences

 SSIII Unit 5 Test Short Response Qs

STANDARDS

Ohio Extended - Grades 9-12 - American Government

AMG.912.1c

Actively participate in a group activity to make a change in the school. Topic: Civic Participation and Skills

AMG.912.2a

Select and/or use relevant informational sources to investigate a current issue.

AMG.912.3a

Identify possible ways to resolve problems in a conflict scenario.

AMG.912.3b

Unit 5: Citizen Participation and Political Influence

Social Studies - HS - Social Studies 3 - Last Updated on June 30, 2023

Participate in a group process to reach a consensus decision.
AMG.912.2c
Recognize a source of information that describes a current issue or issues.
AMG.912.3c
Contribute to a group decision. Topic: Basic Principles of the U.S. Constitution
AMG.912.7b
Distinguish between a right and a responsibility.
AMG.912.9a
Work collaboratively to identify a problem in the school or local community and develop a solution to the problem.
AMG.912.9c
Actively engage in planning or participating in a group activity to make a change in the school/community.
AMG.912.10a
Identify and participate in a public policy issue (e.g., writing a letter, volunteering).
AMG.912.10b
Visit a local public agency to gain information on the services provided.

Unit 6: Federalism and the Legislative Branch

Social Studies - HS - Social Studies 3 - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Federalism and the Legislative Branch; who has specific law making powers; why does the U.S. have a federal system; advantages v. disadvantages of federalism; what are the roles of the legislative branch; what are the powers of Congress; how does checks and balances work; Constitutional limits on the legislative branch; how are laws made

STANDARDS

Ohio Extended - Grades 9-12 - American Government
AMG.912.2a
Select and/or use relevant informational sources to investigate a current issue.
AMG.912.2b
Use two related sources of information to describe a current issue.
AMG.912.3b
Participate in a group process to reach a consensus decision.
AMG.912.2c
Recognize a source of information that describes a current issue or issues.
AMG.912.6a
Explain how the three branches of the government work together.
AMG.912.6b
Identify the three branches of the government and their functions in the United States.
AMG.912.8a
Explain how the state of Ohio government works together with the federal government to meet the needs of people in Ohio.
AMG.912.10a
Identify and participate in a public policy issue (e.g., writing a letter, volunteering).
AMG.912.11a
Identify local organizations or agencies that are supported by federal tax money; describe services of the organization or agency.

Unit 6: Federalism and the Legislative Branch

Social Studies - HS - Social Studies 3 - Last Updated on June 30, 2023

AMG.912.11b

Explore local organizations or agencies that are supported by federal tax money

AMG.912.11c

Identify a local public agency that offers services.

ATTACHMENTS

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METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Class notes; online simulations and games; small group discussion; class participation; quick write entry

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- Graphic organizer on roles of the executive, legislative and judicial branches of government
- Checks and Balances graphic organizer
- Congress in a Flash reading and activities (iCivics)
 - The student can describe the ways that constitutional government in the United States can be changed.
 - The student can summarize how constitutional amendments have changed the original document and previous amendments.
 - The student can explain how judicial review has interpreted provisions of the Constitution to clarify and extend their meaning.
 - The student can give examples of public policy in the federal legislative branch.
 - The student can explain the role of the legislative branch.
 - The student can describe the actions and procedures of the legislative branch that establish public policy.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Multiple Choice Questions and Short Response essays

ATTACHMENTS

 2021 Topic 4 Test Essay : The Legislative Branch

 Topic 4 Test: The Legislative Branch 2021

STANDARDS

Ohio Extended - Grades 9-12 - American Government

AMG.912.2a

Unit 6: Federalism and the Legislative Branch

Social Studies - HS - Social Studies 3 - Last Updated on June 30, 2023

Select and/or use relevant informational sources to investigate a current issue.
AMG.912.2b
Use two related sources of information to describe a current issue.
AMG.912.3b
Participate in a group process to reach a consensus decision.
AMG.912.2c
Recognize a source of information that describes a current issue or issues.
AMG.912.6a
Explain how the three branches of the government work together.
AMG.912.6b
Identify the three branches of the government and their functions in the United States.
AMG.912.8a
Explain how the state of Ohio government works together with the federal government to meet the needs of people in Ohio.
AMG.912.10a
Identify and participate in a public policy issue (e.g., writing a letter, volunteering).
AMG.912.11a
Identify local organizations or agencies that are supported by federal tax money; describe services of the organization or agency.
AMG.912.11b
Explore local organizations or agencies that are supported by federal tax money
AMG.912.11c
Identify a local public agency that offers services.

Unit 7: Executive and Judicial Branches

Social Studies - HS - Social Studies 3 - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

The Executive branch; formal and informal powers of the POTUS; what does the Constitution say about the executive branch; role of the federal bureaucracy/cabinet; the federal budget; how checks and balances work; what is the purpose of the judicial branch; difference between civil and criminal law; what is meant by dual court system

STANDARDS

Ohio Extended - Grades 9-12 - American Government
AMG.912.2a
Select and/or use relevant informational sources to investigate a current issue.
AMG.912.3a
Identify possible ways to resolve problems in a conflict scenario.
AMG.912.2b
Use two related sources of information to describe a current issue.
AMG.912.3b
Participate in a group process to reach a consensus decision.
AMG.912.2c
Recognize a source of information that describes a current issue or issues.
AMG.912.5c
Identify an amendment to the Constitution. Topic: Structure and Functions of the Federal Government
AMG.912.6a
Explain how the three branches of the government work together.
AMG.912.6b
Identify the three branches of the government and their functions in the United States.

ATTACHMENTS

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Unit 7: Executive and Judicial Branches

Social Studies - HS - Social Studies 3 - Last Updated on June 30, 2023

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METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Class notes; online simulations and games; small group discussion; class participation; quick write entry

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- Match responsibilities of the president with the correct power or duty found in the Constitution.
- Electoral College video ad or essay
- Electoral College class debate
- The student can explain the role of the executive branch.
- The student can describe the actions and procedures of the executive branch that establish public policy.
- The student can explain the role of the judicial branch.
- The student can describe the actions and procedures of the judicial branch that establish public policy.
- The student can list citizens' rights granted in the Constitution and Bill of Rights.
- The student can explain the due process clause of the 14th Amendment.
- The student can explain how incorporation expands the Bill of Rights to state and local governments.
- The student can describe the rights of Americans that protect the ability to participate in the political process.
- The student can describe the responsibilities of citizenship.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Multiple Choice questions and Short Response essay

ATTACHMENTS

 Topic 4 Executive Branch Test

 Topic 4 Executive Branch Short Response Essay 2021

STANDARDS

Ohio Extended - Grades 9-12 - American Government

AMG.912.2a

Select and/or use relevant informational sources to investigate a current issue.

AMG.912.3a

Identify possible ways to resolve problems in a conflict scenario.

AMG.912.2b

Use two related sources of information to describe a current issue.

AMG.912.3b

Unit 7: Executive and Judicial Branches

Social Studies - HS - Social Studies 3 - Last Updated on June 30, 2023

Participate in a group process to reach a consensus decision.

AMG.912.2c

Recognize a source of information that describes a current issue or issues.

AMG.912.5c

Identify an amendment to the Constitution. Topic: Structure and Functions of the Federal Government

AMG.912.6a

Explain how the three branches of the government work together.

AMG.912.6b

Identify the three branches of the government and their functions in the United States.

Unit 8: Government and the Economy

Social Studies - HS - Social Studies 3 - Last Updated on June 30, 2023

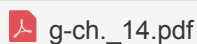
CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

How the government creates an annual budget; difference between expansionary and contractionary economic policies; what tools does the government have to influence the economy (monetary v. fiscal policy)

STANDARDS

Ohio Extended - Grades 9-12 - American Government
AMG.912.2a
Select and/or use relevant informational sources to investigate a current issue.
AMG.912.3a
Identify possible ways to resolve problems in a conflict scenario.
AMG.912.2b
Use two related sources of information to describe a current issue.
AMG.912.3b
Participate in a group process to reach a consensus decision.
AMG.912.2c
Recognize a source of information that describes a current issue or issues.
AMG.912.8a
Explain how the state of Ohio government works together with the federal government to meet the needs of people in Ohio.
AMG.912.10c
Identify a local public agency that offers services.
AMG.912.11a
Identify local organizations or agencies that are supported by federal tax money; describe services of the organization or agency.
AMG.912.11b
Explore local organizations or agencies that are supported by federal tax money

ATTACHMENTS



Unit 8: Government and the Economy

Social Studies - HS - Social Studies 3 - Last Updated on June 30, 2023

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Class notes; online simulations and games; small group discussion; class participation; quick write entry

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- The student can describe expansionary and contractionary policies.
- The student can explain how the Federal Reserve System uses monetary tools to regulate the nation's money supply and moderate the effects of expansion and contraction in the economy.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

EOC based questions

ATTACHMENTS

 Monetary/Fiscal Policy EOC Questions

STANDARDS

Ohio Extended - Grades 9-12 - American Government

AMG.912.2a

Select and/or use relevant informational sources to investigate a current issue.

AMG.912.3a

Identify possible ways to resolve problems in a conflict scenario.

AMG.912.2b

Use two related sources of information to describe a current issue.

AMG.912.3b

Participate in a group process to reach a consensus decision.

AMG.912.2c

Recognize a source of information that describes a current issue or issues.

AMG.912.8a

Explain how the state of Ohio government works together with the federal government to meet the needs of people in Ohio.

AMG.912.10c

Identify a local public agency that offers services.

AMG.912.11a
Identify local organizations or agencies that are supported by federal tax money; describe services of the organization or agency.
AMG.912.11b
Explore local organizations or agencies that are supported by federal tax money

Unit 9: EOC Preparation and Review

Social Studies - HS - Social Studies 3 - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

EOC preparation; examining the Ohio Constitution; Conflict resolution; monetary v. fiscal policy; Amendments review

STANDARDS

Ohio Extended - Grades 9-12 - American Government
AMG.912.8c
Identify key community and state leaders.
AMG.912.9b
Complete a series of directions as part of a group plan to make a change in the school/community.
AMG.912.8b
Identify ways the Ohio government works to serve the needs of the people.
AMG.912.8a
Explain how the state of Ohio government works together with the federal government to meet the needs of people in Ohio.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Class notes; online simulations and games; small group discussion; class participation; quick write entry

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- The student can categorize methods of conflict resolution based on descriptions of conflict settings.
- The student can use persuasion to resolve a civic issue.
- The student can use compromise to resolve a civic issue.
- The student can use consensus building to resolve a civic issue.
- The student can use negotiation to resolve a civic issue.
- The student can explain similarities between the Ohio and U.S. Constitutions.
- The student can explain differences between the Ohio and U.S. Constitutions.
- The student can describe how the 1851 Ohio Constitution made several changes to improve governing.
- The student can connect the role an Ohio citizen could play to a specific state or local problem.
- The student can categorize courses of action open to Ohio citizens according to state or local venues.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

STANDARDS

Ohio Extended - Grades 9-12 - American Government
AMG.912.8a

Unit 9: EOC Preparation and Review

Social Studies - HS - Social Studies 3 - Last Updated on June 30, 2023

Explain how the state of Ohio government works together with the federal government to meet the needs of people in Ohio.
AMG.912.8b
Identify ways the Ohio government works to serve the needs of the people.
AMG.912.9b
Complete a series of directions as part of a group plan to make a change in the school/community.
AMG.912.8c
Identify key community and state leaders.
AMG.912.7c
Engage in a classroom job that requires personal responsibility. Topic: Ohio's State and Local Governments
AMG.912.
1a As a group, identify steps that need to be taken to make a positive change in the school or local community.

Unit 10: Financial Literacy

Social Studies - HS - Social Studies 3 - Last Updated on June 30, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Financial Literacy; why invest in securities; saving for retirement; career assessment; how to buy a car and a house

STANDARDS

Ohio - High School - Economics and Financial Literacy	
1.	
Economists analyze multiple sources of data to predict trends, make inferences and arrive at conclusions.	
2.	
Reading financial reports (bank statements, stock market reports, mutual fund statements) enables individuals to make and analyze decisions about personal finances.	
3.	
People cannot have all the goods and services they want and, as a result, must choose some things and give up others.	
5.	
Markets exist when consumers and producers interact. When supply or demand changes, market prices adjust. Those adjustments send signals and provide incentives to consumers and producers to change their own decisions.	
6.	
Competition among sellers lowers costs and prices, and encourages producers to produce more of what consumers are willing and able to buy. Competition among buyers increases prices and allocates goods and services to those people who are willing and able to pay the most for them.	
7.	
A nation's overall level of economic well-being is determined by the interaction of spending and production decisions made by all households, firms, government agencies and others in the economy. Economic well-being can be assessed by analyzing economic indicators gathered by the government.	
12.	
Employee earning statements include information about gross wages, benefits, taxes and other deductions.	
13.	
Financial decision-making involves considering alternatives by examining costs and benefits.	
14.	

Unit 10: Financial Literacy

Social Studies - HS - Social Studies 3 - Last Updated on June 30, 2023

A personal financial plan includes financial goals and a budget, including spending on goods and services, savings and investments, insurance and philanthropy.
15.
Different payment methods have advantages and disadvantages.
16.
Saving and investing help to build wealth.
17.
Savings can serve as a buffer against economic hardship.
19.
Banks, brokerages and insurance companies provide access to investments such as certificates of deposit, stocks, bonds and mutual funds.
20.
There are costs and benefits associated with various sources of credit available from different types of financial institutions.
21.
Credit and debt can be managed to maintain credit worthiness.
25.
Steps can be taken to safeguard one's personal financial information and reduce the risk of loss.
23.
Property and liability insurance protect against risks associated with use of property.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Class notes; online simulations and games; small group discussion; class participation; quick write entry

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- The student can demonstrate financial responsibility by managing money, using lifelong decision-making strategies, and enhancing employability and income.
- The student can demonstrate financial responsibility by budgeting, saving, and investing.
- The student can demonstrate financial responsibility by effectively balancing credit and debt.
- The student can demonstrate financial responsibility by making informed consumer decisions and managing risk.

Unit 10: Financial Literacy

Social Studies - HS - Social Studies 3 - Last Updated on June 30, 2023

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Terms quiz for unit

ATTACHMENTS

 Essential Financial Literacy Terms Quiz

STANDARDS

Ohio - High School - Economics and Financial Literacy

1.

Economists analyze multiple sources of data to predict trends, make inferences and arrive at conclusions.

2.

Reading financial reports (bank statements, stock market reports, mutual fund statements) enables individuals to make and analyze decisions about personal finances.

3.

People cannot have all the goods and services they want and, as a result, must choose some things and give up others.

5.

Markets exist when consumers and producers interact. When supply or demand changes, market prices adjust. Those adjustments send signals and provide incentives to consumers and producers to change their own decisions.

6.

Competition among sellers lowers costs and prices, and encourages producers to produce more of what consumers are willing and able to buy. Competition among buyers increases prices and allocates goods and services to those people who are willing and able to pay the most for them.

7.

A nation's overall level of economic well-being is determined by the interaction of spending and production decisions made by all households, firms, government agencies and others in the economy. Economic well-being can be assessed by analyzing economic indicators gathered by the government.

12.

Employee earning statements include information about gross wages, benefits, taxes and other deductions.

13.

Unit 10: Financial Literacy

Social Studies - HS - Social Studies 3 - Last Updated on June 30, 2023

Financial decision-making involves considering alternatives by examining costs and benefits.
14.
A personal financial plan includes financial goals and a budget, including spending on goods and services, savings and investments, insurance and philanthropy.
15.
Different payment methods have advantages and disadvantages.
16.
Saving and investing help to build wealth.
17.
Savings can serve as a buffer against economic hardship.
19.
Banks, brokerages and insurance companies provide access to investments such as certificates of deposit, stocks, bonds and mutual funds.
20.
There are costs and benefits associated with various sources of credit available from different types of financial institutions.
21.
Credit and debt can be managed to maintain credit worthiness.
23.
Property and liability insurance protect against risks associated with use of property.
25.
Steps can be taken to safeguard one's personal financial information and reduce the risk of loss.