

# CCS SOCIAL STUDIES CURRICULUM QUARTERLY

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[www.ccssoh.us/socialstudies](http://www.ccssoh.us/socialstudies)



## Looking Ahead

The CCS Social Studies Curriculum Quarterly provides a preview of upcoming content. Articles highlight the units, standards, TCI lessons and other resources for each core social studies class, and outline some effective instructional strategies for all courses.

### Response Group Strategy



TCI's Response Group activities are a way to sidestep the problems inherent in class discussion. Students first work in small groups with thought-provoking resources—viewing compelling images, reading primary sources, or listening to music—and then discuss related critical thinking questions among themselves.

Response Group (RG) activities are incorporated in several TCI lessons throughout Quarter 2.

#### Steps at a Glance

- 1 Challenge students to discuss controversial and complex issues in small groups.
- 2 Create heterogeneous groups and a suitable classroom arrangement.
- 3 Prepare students to answer provocative critical thinking questions.
- 4 Allow groups time to prepare their responses.
- 5 Facilitate a lively class discussion.

### Social Studies Skill Builder Strategy



In the TCI Social Studies Skill Builder strategy, students work in pairs on skill-oriented tasks such as mapping, graphing, identifying perspective, and interpreting political cartoons.

Social Studies Skill Builder (SSSB) activities are incorporated in several TCI lessons throughout Quarter 2.

#### Steps at a Glance

- 1 Use engaging tasks to teach social studies skills.
- 2 Teach the skill through modeling and guided practice.
- 3 Prepare students to work in pairs.
- 4 Set clear expectations, allow students to practice the skill repeatedly, and give immediate feedback.
- 5 Debrief the lesson to help students make connections to key social studies concepts.

To view videos of Response Group and Skill Builder in action go to: [tinyurl.com/TCIplay](http://tinyurl.com/TCIplay) or scan the QR Code.



Scan me!

### TCI Engagement Strategy Key



EE: Experiential Exercise  
PSG: Problem-Solving Groupwork  
RG: Response Group

SSSB: Social Studies Skill Builder  
VID: Visual Discovery  
WU: Writing for Understanding

### Interactive TCI Methods Guidebook

To learn more about the TCI Inquiry approach and engagement strategies, download the Guidebook chapter by chapter: [ccsoh.us/page/11143](http://ccsoh.us/page/11143)

## Social Studies 6, Regions of the Eastern Hemisphere

Use *History Alive! The Ancient World* as students begin digging into early civilizations in Egypt, Mesopotamia, India, and China. But before they do that, students will learn about types of government and how to use sources effectively.

### Learning Targets for Quarter 2

- 10a. Describe the relationship between those in power and individual citizens in a democracy, dictatorship, monarchy, and theocracy.
- 10b. Explain that the characteristics of governments often overlap and can misrepresent the actual relationship between those governing and those being governed.
- 1. Analyze multiple-tier timelines to identify cause and effect relationships, patterns, or themes among events.
- 2a. Compare the six cultural practices and products of the early civilizations in India, Egypt, China and Mesopotamia.
- 2b. Identify the enduring influences of the six cultural practices and products on cultures today.

### TCI Lessons for Quarter 2

*Lesson #'s follow the digital program lessons.*

- 7. Comparing Forms of Government (RG)
- 8. The Rise of Sumerian City-States (RG)
- 9. Ancient Sumer (SSSB)
- 10. Exploring Four Empires in Mesopotamia (PSG)
- 11. Early Settlement of Egypt and Kush (EE)
- 12. Daily Life in Ancient Egypt (PSG)
- 13. The Kingdom of Kush (VID)
- 14. Geography and Early Settlement of India (RG)
- 15. Unlocking the Secrets of Mohenjodaro (EE)
- 16. Early Settlement of China (PSG)
- 17. The Shang Dynasty (SSBG)

**Achieve3000**  
**Literacy™**

Achieve3000 is the adopted program for social studies literacy intervention and support. Access the new alignment guide for articles for all units in Grades 6-8: [ccsoh.us/page/2284](http://ccsoh.us/page/2284)

## Social Studies 7, Ancient and Medieval World

Grade 7 students continue their study of classical civilizations as they investigate the transformation from Roman republic to Roman empire, then learn about the fall of Rome. In Unit 3, students begin their investigation of the Medieval World with lessons on Medieval Europe and Islamic Empires. Unit 3 also begins the transition to the *History Alive! Medieval World and Beyond* hard copy textbook, which is already included in the custom digital program.

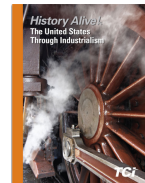
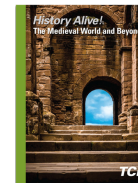
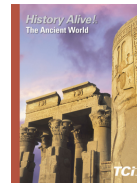
### Learning Targets for Quarter 2

- 2. Cite examples and explain the enduring impact that Ancient Rome had on later civilizations.
- 13. Describe how geographic factors can promote or impede the movement of people, products and ideas.
- 14. Explain how trade routes connecting Africa, Europe and Asia fostered the spread of ideas, technology and major world religions.
- 3. Describe how internal and external factors helped to break up the Roman Empire and set the stage for the development of feudal and manorial systems.
- 5. Describe achievements by the Islamic civilization and how these achievements were introduced into Western Europe.

### TCI Lessons for Quarter 2

*Lesson #'s follow the digital program lessons.*

- 10. From Republic to Empire (PSG)
- 11. Daily Life in the Roman Empire (SSSB)
- 12. The Origins and Spread of Christianity (SSSB)
- 13. The Legacy of Rome in the Modern World (RG)
- Timeline: Ancient Rome
- 14. Development of Feudalism in Western Europe (EE)
- 15. Muslim Innovations and Adaptations (SSSB)
- 23. Influence of Islam on West Africa (SSSB)



## Social Studies 8, U.S. Studies through Reconstruction

In Social Studies 8, Quarter 2, students investigate the American Revolution, U.S. Constitution and early republic.

### Learning Targets for Quarter 2

- 6. Describe how key battles and individual contributions helped lead to the American victory in the American Revolution.
- 7. Analyze the new relationships for the American people that resulted from the American Revolution.
- 8. Analyze how the problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Constitution.
- 22. Describe and give examples of how the Constitution created a federal system, representative democracy, separation of powers, and checks and balances.

- 23. Evaluate how the U.S. Constitution protects citizens' rights by limiting the powers of government.
- 9. Explain how the actions of early presidential administrations established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion.

### TCI Lessons for Quarter 2

- 7. The American Revolution (EE)
- 8. Creating the Constitution (EE)
- 9. The Constitution: A More Perfect Union (SSSB)
- 10. The Bill of Rights (RG)
- 11. Political Developments in the Early Republic (EE)
- 12. Foreign Affairs in the Young Nation (RG)

## Modern World History 9

In Quarter 2, students move from industrialization to imperialism. They examine the political, economic, and social roots European imperialism in Africa and Asia, then investigate how this new global system led to World War I.

### Learning Targets for Quarter 2

- 9. Describe the political, economic and social causes of imperialism.
- 10. Describe how imperialism involved land acquisition, extraction of raw materials, the spread of Western values and maintenance of political control.
- 11. Describe how the consequences of imperialism were viewed differently by the colonizers and the colonized.
- 12. Explain how advancements in technology, communication, and transportation improved lives and had negative consequences.
- 13. Identify and explain the causes of World War I.

### TCI Lessons for Quarter 2

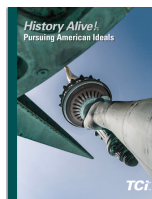
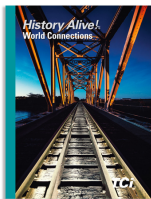
- 18. Impact of Industrialization on Global Revolutions (PSG)
- 19. Imperialism throughout the World (VID)
- 20. World War I (EE)

### Mini-Qs in World History for Quarter 2

- What Was the Driving Force Behind European Imperialism in Africa?
- What Was the Underlying Cause of World War I?

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## American History 10

American History students will investigate Jim Crow and the Great Migration, American imperialism and post-world World War I, and the Roaring Twenties and the Great Depression.

### Learning Targets for Quarter 2

- 12a. Analyze the post-Reconstruction political and social developments that led to institutionalized racism.
- 12b. Describe institutionalized racist practices in post-Reconstruction America.
- 14. Analyze the circumstances which enabled the U.S. to emerge as a world power in the early 1900s.
- 15. Explain why and how the United States moved to a policy of isolationism following World War I.
- 16. Describe how racial intolerance, anti-immigrant attitudes and the Red Scare contributed to social unrest.
- 17. Describe how an improved standard of living for many, combined with technological innovations in communication, transportation and industry, resulted in social and cultural changes.
- 18. Describe social changes that came from the Harlem Renaissance, African-American migration, women's suffrage and Prohibition.
- 19a. Describe how the federal government's monetary policies, stock market speculation, and increasing consumer debt led to the Great Depression.
- 19b. Explain how the efforts to combat the Depression led to an expanded role for the federal government.

### TCI Lessons for Quarter 2

- 19. Setting a Course of Expansion (SSSB)
- 20. The Spanish-American War (VID)
- 21. Acquiring and Managing Global Power (WU)
- 22. From Neutrality to War (RG)
- 25. The Treaty of Versailles: To Ratify or Reject? (WU)
- 26. Understanding Postwar Tensions (VID)
- 27. The Politics of Normalcy (SSSB)
- 28. Popular Culture in the Roaring Twenties (EE)
- 29. Clash Between Traditionalism and Modernism (RG)
- 30. Causes of the Great Depression (EE)
- 31. The Response to the Economic Collapse (SSSB)
- 33. The New Deal and Its Legacy (PSG)

## American Government

Students continue to unpack the foundations of American government by examining the basic principles of the Constitution, the three branches of government, and Ohio's state and local governments.

### Learning Targets for Quarter 2

- 5. Explain in context one of the basic principles that help define the government of the United States.
- 12. Compare the powers and responsibilities of each branch of government as they pertain to law and public policy.
- 13. Use examples of checks and balances among two or three branches of the federal government to illustrate dynamic interactions.
- 16. Compare the Ohio and U.S. Constitutions.

- 17. Identify and explain roles that Ohio's citizens can play in helping state and local government address problems facing their communities.
- 18. Analyze a public policy issue in terms of collaboration or conflict among the levels of government involved and the branches of government involved.

### TCI Lessons for Quarter 2

- 4. The United States Constitution (SSSB)
- 6. Federalism: National, State, and Local Powers (RG)
- 11. Lawmakers and Legislatures (SSSB)
- 12. Congressional Lawmaking (EE)
- 13. Chief Executives and Bureaucracies (PSG)
- 15. Courts, Judges, and Law (RG)