

# 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.

## Preview Activities



Preview Activities are the first learning activity in each TCI lesson. These are short, engaging tasks that foreshadow upcoming content. Some Preview Activities challenge students to predict what a lesson will be about; others draw a parallel between key social studies concepts and students' lives. The goal is to spark interest, activate prior knowledge, tap a wide range of intelligences, and prepare students to tackle new concepts.

### Examples

Preview Activities include:

- Analogies
- Reviewing for Previewing
- Comparing Personal Experience with Key Concepts
- Creating Simple Prototypes
- Predicting
- Provocative Propositions
- Responding to Visual Images
- Responding to Music
- "What If" Sketch
- "You Are There" Scenarios

## Processing Assignments



TCI's Processing Assignments are lesson wrap-up activities that challenge students to synthesize and apply the information they have learned. Processing Assignments take students beyond low-level regurgitation of facts and details, instead challenging them to complete tasks that incorporate multiple intelligences and higher-order thinking skills. These assignments ask students to show their understanding of new ideas in a variety of creative ways.

### Examples

Processing Assignments include:

- Advertisements
- Commemorative Markers
- Facial Expressions
- Forms of Poetry
- Illustrated Dictionary Entries
- Journals
- Metaphorical representations
- Report Cards
- Spectrums

To view videos of TCI strategies 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

In Quarter 1, students learn the tools and skills needed for investigating the world, past and present. They learn about the tools of geography and how to think like a geographer. Students then apply these tools to study the geography of each region. Quarter 1 lessons are from the TCI *Geography Alive!* program, which is combined into a custom digital publication, *History Alive!*, 6th Grade (CCS Edition).

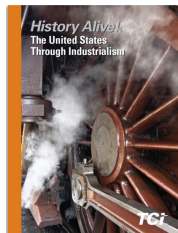
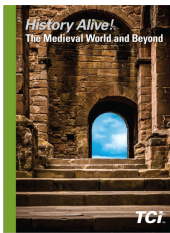
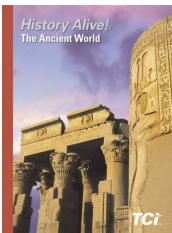
### Learning Targets for Quarter 1

- 3. Use the correct geographic tools to gather, process, and report information about people, places, and environments.
- 4. Identify absolute location using latitude and longitude coordinates.
- 5. Describe, classify, and compare regions within the Eastern Hemisphere using various criteria.
- 6a. Explain how variations among physical environments in the Eastern Hemisphere influence human activities.
- 6b. Explain how human activities have altered the physical environments of the Eastern Hemisphere.

### TCI Lessons for Quarter 1

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

- 1 - The Tools of Geography (SSSB)
- 2 - A Spatial Way of Thinking (VID)
- 3 - Mapping Lab: Africa (SSSB)
- 4 - Mapping Lab: Southwest and Central Asia (SSSB)
- 5 - Mapping Lab: Monsoon Asia (SSSB)
- 6 - Mapping Lab: Europe and Russia (SSSB)



## Social Studies 7, Ancient and Medieval World

Grade 7 students begin their investigation of world history using the *History Alive! Ancient World* text. Students learn about social studies thinking and skills, then apply those skills in the study of ancient Greece and the Roman Republic (the Roman Empire comes in Quarter 2). The primary emphasis of these units is the enduring impact of ancient civilizations on the world today.

### Learning Targets for Quarter 1

- 1. Describe historical events and issues from the perspectives of people living at the time, avoiding evaluating the past in terms of today's norms and values.
- 16. Demonstrate how understanding individual and group perspectives is essential to analyzing historic and contemporary issues.
- 12. Demonstrate how maps and other geographic representations can be used to trace the development of human settlement from past to present.
- 13. Describe how geographic factors can promote or impede the movement of people, products and ideas.
- 2. Cite examples and explain the enduring impact that Ancient Greece and Rome had on later civilizations.
- 17a. Describe how Greek democracy and Roman Republic were a radical departure from monarchy and theocracy.
- 17b. Explain how Greek democracy and the Roman Republic influenced the structure and function of modern democratic governments.

### TCI Lessons for Quarter 1

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

- 1 - Geography and Settlement of Ancient Greece (VID)
- 2 - The Rise of Democracy (EE)
- 5 - The Golden Age of Athens (WU)
- 8 - Geography of Rome (RG)
- 9 - The Rise of the Roman Republic (EE)

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

In Social Studies 8, Quarter 1, students learn about some key themes in history, then follow those themes in investigating colonial America and the American Revolution.

### Learning Targets for Quarter 1

- 1. Analyze primary and secondary sources to describe the different perspectives on an issue relating to a historical event in U.S. history and to present and defend a position.
- 15. Analyze the ways in which historical events are shaped by geography using modern and historical maps and other geographic tools.
- 2. Explain the economic and religious reasons for the exploration and colonization of North America by Europeans.
- 3. Explain how competition for control of territory and resources in North America led to conflicts among colonizing powers.
- 4a. Explain how the practice of race-based slavery led to the forced migration of Africans to the American colonies.

- 4b. Describe the contributions of enslaved and free Africans to cultural and economic development in different regions of the American colonies.
- 5. Connect the ideas of the Enlightenment and dissatisfaction with colonial rule to the writing of the Declaration of Independence which led to the American Revolution.
- 6. Describe how key battles and individual contributions helped lead to the American victory in the American Revolution.

### TCI Lessons for Quarter 1

- Introduction: Key Themes in History
- 2 - European Exploration and Settlement (VID)
- 3 - The English Colonies in North America (PSG)
- 4 - Life in the Colonies (SSSB)
- 5 - Toward Independence (RG)
- 6 - The Declaration of Independence (WU)
- 7 - The American Revolution (EE)

## Modern World History 9

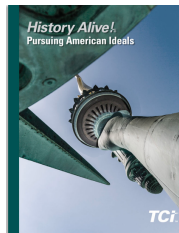
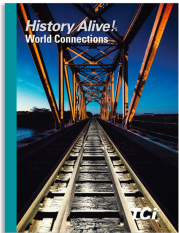
In Quarter 1, students begin their investigation of Modern World History by sharpening their historical thinking skills. They begin applying those skills with a study of the Scientific Revolution, the Enlightenment and Revolutions (American, French, Latin American), and the Industrial Revolution.

### Learning Targets for Quarter 1

- 1. Analyze the credibility of primary and secondary sources.
- 2. Develop a thesis and use evidence to support or refute a position.
- 3a. Identify examples of multiple causation and long- and short-term causal relationships with respect to historical events.
- 3b. Analyze the relationship between historical events taking into consideration cause, effect, sequence and correlation.
- 4. Describe the causes and effects of the Scientific Revolution.
- 5. Explain how religious authority, absolute rule, and mercantilism were challenged by the ideas of the Enlightenment.
- 6. Explain how Enlightenment ideas influenced the American and French Revolutions.
- 7. Compare how the American and French Revolutions influenced Latin American revolutions for independence.
- 8. Analyze the social, political and economic effects of industrialization on Western Europe and the world.

### TCI Lessons for Quarter 1

- 1 - The Study of History (EE)
- 13 - Transformations in Europe (PSG)
- 15 - Political Revolutions and Their Legacies (PSG)
- 16 - The Industrial Revolution (RG)
- 17 - Consequences of Industrialization (WU)
- 18 - The Impact of Global Revolutions (PSG)



## American History 10

American History students begin investigating the founding documents, then fast-forward to post-Reconstruction America and learn about industrialization, immigration, urbanization, westward expansion and progressive reforms.

### Learning Targets for Quarter 1

- 4. Explain the unalienable rights found in the Declaration of Independence as they apply to individual rights, marginalized groups, and the changing role of government.
- 5. Explain the precedents for governing the United States that were established by the Northwest Ordinance.
- 6. Explain how the U.S. Constitution establishes a limited government that protects the rights of the people.
- 7a. Compare the arguments of the Federalists and Anti-Federalists.
- 7b. Explain how the Federalist and Anti-Federalist debates led to the adoption of the Bill of Rights.
- 8. Analyze how the rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agrarian to an increasingly urban industrial society.
- 9. Explain the economic effects of industrialization, growth of organized labor, and the influences of laissez-faire policies.
- 10. Analyze how immigration, internal migration and urbanization transformed American life.
- 11. Explain how continued American westward movement impacted American Indians.
- 13. Analyze and evaluate the success of progressive reforms during the late 19th and early 20th centuries in addressing problems associated with industrial capitalism, urbanization and political corruption.

### TCI Lessons for Quarter 1

- 1 - What is History? (EE)
- 2 - Defining & Debating America's Founding Ideals (WU)
- 6 - Creating the Constitution (VID)
- 7 - An Enduring Plan of Government (SSSB)
- 13 - The Age of Innovation and Industry (SSSB)
- 14 - Labor's Response to Industrialism (EE)
- 15 - Through Ellis Island and Angel Island (EE)
- 12 - Change and Conflict in the American West (SSSB)
- 16 - Uncovering Problems at the Turn of the Century (WU)
- 17 - The Progressives Respond (VID)
- 18 - Progressivism on the National Stage (RG)

## American Government

In Quarter 1, American Government students learn how to participate in government and politics, then begin learning about the foundations of American government through the Federalist-Antifederalist debates.

### Learning Targets for Quarter 1

- 1. Devise and implement a plan to address a societal problem by engaging either the political process or the public policy process.
- 18. Analyze a public policy issue in terms of collaboration or conflict among the levels of government involved and the branches of government involved.
- 19. Defend different positions on public policy issues and determine an approach for providing effective input to the appropriate level and branch/agency of the government.
- 2. Select a political party or interest group to address a civic issue, identify a type of media as a means of communication, then defend the viability of the choices made in an effort to achieve a successful result in resolving the civic issue.

- 3. Identify the factors that determine the credibility of a source and evaluate the credibility of a given source.
- 4. Explain how persuasion, compromise, consensus building, and negotiation help the democratic process and achieve agreement and settle differences in governing.
- 6. Identify Federalist and Anti-Federalist viewpoints using excerpts from the Federalist and/or Anti-Federalist Papers.

### TCI Lessons for Quarter 1

- 7 - Citizen Participation in a Democracy (VID)
- 8 - Parties, Interest Groups, and Public Policy (EE)
- 9 - Public Opinion and the Media (EE)
- 1 - The Nature of Power, Politics, and Government (EE)
- 3 - The Roots of American Democracy (EE)
- 6 - Federalism (RG)