

# 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.

## Problem Solving Groupwork



TCI's Problem Solving Groupwork activities are designed to teach students the skill they need to work together successfully in small groups, both in your classroom and later in life. During Problem Solving Groupwork tasks, students sit in mixed-ability groups to tackle challenging projects, such as preparing a dramatization or multimedia presentation. The projects require the use of multiple abilities so that every student can contribute.

### Steps at a Glance

- 1 Challenge students with engaging, multiple-ability projects.
- 2 Prepare all students for successful groupwork.
- 3 Give group members clearly defined roles and requirements.
- 4 Give groups autonomy and time to prepare high-quality products.
- 5 Have groups present their work.

## Writing for Understanding



TCI's Writing for Understanding activities improve both students' understanding of key social studies concepts and their writing ability by engaging students in interactive experiences. Purposeful writing assignments motivate students to write with style and meaning.

### Steps at a Glance

- 1 Use writing to help your students learn key social studies concepts.
- 2 Give students rich experiences to write about.
- 3 Have students record their ideas, thoughts, and feelings in prewriting activities.
- 4 Provide students with authentic writing assignments.
- 5 Guide students through the writing process.

To view videos of Problem Solving Groupwork and Writing for Understanding in action go to: [tinyurl.com/TCIplay](https://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 3, students investigate cultural practices in regions in the Eastern Hemisphere. Lessons are drawn from both *The Ancient World!* and *Geography Alive!* The unit begins with in-depth studies of major world religions: Judaism, Christianity, Islam, Hinduism, and Buddhism. Additionally, students will examine contemporary practices in Africa, Asia, and Europe today.

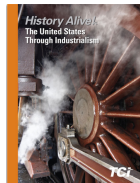
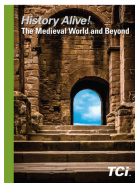
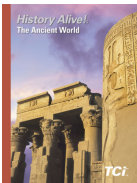
### Learning Targets for Quarter 3

- 5. Describe, classify, and compare regions within the Eastern Hemisphere using various criteria.
- 7a. Explain political, environmental, social, and economic factors that cause the movement of people, products and ideas in the Eastern Hemisphere.
- 7b. Describe the lasting impact of the movement of people, products and ideas in the Eastern Hemisphere.
- 8a. Explain how diffusion has influenced modern cultural practices and products in the Eastern Hemisphere.
- 8b. Describe the influence of religious diffusion in the modern world.

### TCI Lessons for Quarter 3

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

- 18. The Silk Road (EE)
- 19. Learning about Religions: Judaism (PSG)
- 20. Learning about Religions: Christianity (VID)
- 21. Learning about World Religions: Islam (PSG)
- 22. Learning about World Religions: Hinduism (WU)
- 23. Learning about World Religions: Buddhism (WU)
- 24. Life in the Sahara and the Sahel (RG)
- 25. Nigeria: A Country of Many Cultures (SSSB)
- 26. Supranational Cooperation in the European Union (EE)
- 27. China: The World's Most Populous Country (RG)



## Social Studies 7, Ancient and Medieval World

In Social Studies 7, Quarter 3, students continue their study of Medieval empires. Unit 5 unpacks Empires in West Africa. Unit 6 examines Imperial China and Medieval Japan. Both units use *History Alive! Medieval World and Beyond*.

### Learning Targets for Quarter 3

- 4a. Explain how the Mongol conquests led to unified states in China and Korea.
- 4b. Explain how the Mongol failure to conquer Japan allowed a feudal system to persist.
- 8. Describe how empires in Africa and Asia grew as commercial and cultural centers along trade routes.
- 9. Describe the trans-Saharan slave trade and explain the effects on both West and Central Africa and the receiving societies.
- 14. Explain how trade routes connecting Africa, Europe and Asia fostered the spread of ideas, technology and major world religions.
- 20a. Explain how trade leads to specialization and interdependence.
- 20b. Analyze how distribution of resources leads to specialization and trade.
- 21a. Explain how the growth of cities and empires fostered the growth of markets.
- 21b. Describe how market exchanges encouraged specialization and the transition from barter to monetary economies.

### TCI Lessons for Quarter 3

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

- 21. Early Societies in West Africa (RG)
- 22. Ghana: A West African Trading Empire (EE)
- 23. The Influence of Islam in West Africa (SSSB)
- 24. The Cultural Legacy of West Africa (PSG)
- 25. The Political Development of Imperial China (EE)
- 26. China Develops a New Economy (VID)
- 27. China's Contacts with the Outside World (RG)
- 28. Influence of Neighboring Cultures on Japan (SSSB)
- 29. The Rise of the Warrior Class in Japan (EE)

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

In Social Studies 8, Quarter 3, students investigate racism and slavery, westward expansion, the Industrial Revolution, and the formation of national identity and democratic ideals.

### Learning Targets for Quarter 3

- 10. Describe how the United States added to its territory through treaties and purchases.
- 11a. Explain how westward expansion contributed to economic, agricultural and industrial development.
- 11b. Analyze debates over sectional issues, war with Mexico and the displacement of American Indians in relationship to westward expansion.
- 18. Explain how cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and for the majority population.

- 20. Explain how participation in social and civic groups can lead to the attainment of individual and public goals.
- 24. Analyze how choices made by individuals, businesses and governments have both present and future consequences.
- 25. Analyze how the Industrial Revolution in the late 18th and early 19th centuries changed the means of production.

### TCI Lessons for Quarter 3

- 15. Manifest Destiny and the Growing Nation (RG)
- 16. Life in the West (PSG)
- 17. Mexicano Contributions to the Southwest (SSSB)
- 18. An Era of Reform (RG)
- 19. The Worlds of North and South (VID)
- 20. African Americans in the Mid-1800s (WU)

## Modern World History 9

In Quarter 3, students learn about World War II, the Holocaust and other acts of genocide, and the Cold War.

### Learning Targets for Quarter 3

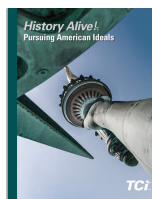
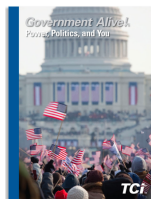
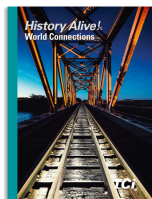
- 14. Explain how the consequences of World War I set the stage for World War II.
- 15. Analyze how oppression and discrimination led to genocides of the Armenians during World War I and Jews during World War II.
- 16. Describe how World War II devastated most of Europe and Asia, led to the occupation of Eastern Europe and Japan, and started the atomic age.
- 17a. Analyze how the United States and the Soviet Union became superpowers.
- 17b. Describe the causes and effects of their competition for global influence politically, economically, and socially.
- 18. Explain why national boundaries changed and multinational organizations were created at the end of WWII.

### TCI Lessons for Quarter 3

- 21. The Russian Revolution (VID)
- 23. North Africa and the Middle East (VID)
- 25. The Rise of Fascism and Totalitarian States (WU)
- 26. World War II (PSG)
- 27. Cooperation in a Post-War Europe (VID)
- 28. The Cold War Begins (RG)
- 29. Conflicts of the Cold War (PSG)
- 30. The End of the Cold War (EE)

**Achieve3000**  
**Literacy™**

Achieve3000 is the adopted program for social studies literacy intervention and support. Access the alignment guides for HS courses: [ccsoh.us/page/2284](http://ccsoh.us/page/2284)



## American History 10

American History students will investigate U.S. Entry into World War II, the American Home Front, Cold War America, postwar boom and the Civil Rights Movement in Quarter 3.

### Learning Targets for Quarter 3

- 20. Explain how America transitioned from an isolationist foreign policy to involvement in World War II.
- 21. Explain changes American society experienced with the mobilization of its economic and military resources.
- 22. Explain how atomic weapons have changed the nature of war, altered the balance of power and started the nuclear age.
- 23. Analyze U.S. containment policy during the Cold War in response to the spread of communism.
- 24. Explain how the Second Red Scare and McCarthyism reflected Cold War fears in American society.
- 25. Analyze how the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics between the end of World War II and 1991.
- 26. Explain how U.S. economic and military pressure contributed to the collapse of communist governments in Eastern Europe and the Soviet Union and brought a close to the Cold War.
- 27. Summarize the struggle for racial and gender equality and the extension of civil rights that occurred in the United States in the post-World War II period.
- 28. Describe how American life in the postwar period was impacted by the postwar economic boom and by advances in science.

### TCI Lessons for Quarter 3

- 34. Origins of World War II (EE)
- 35. The Impact of World War II on Americans (PSG)
- 37. The Aftermath of World War II (RG)
- 38. Origins of the Cold War (RG)
- 39. The Cold War Expands (SSSB)
- 40. Fighting the Cold War at Home (EE)
- 41. Peace, Prosperity, and Progress (EE)
- 42. Two Americas (SSSB)
- 43. Segregation in the Post-World War II Period (SSSB)
- 44. The Civil Rights Revolution (VID)
- 45. Redefining Equality (RG)
- 46. The Widening Struggle (SSSB)

## American Government

Students investigate changing constitutional government through the Bill of Rights, evolution of the Constitution and civil rights.

### Learning Targets for Quarter 3

- 8. Apply the protections of the Bill of Rights in a given scenario.
- 14. Explain how the fulfillment of civic responsibilities is related to the exercise of rights in the United States.
- 7. Select an example of how constitutional government in the U.S. has changed the meaning and application of any one of the basic principles that help define the government of the U.S. and summarize the nature of the change.
- 10. Explain how amendments have extended voting rights to disenfranchised groups.
- 11. Describe how constitutional amendments have changed the structure and function of the federal government with regard to

the Electoral College and the U.S. Presidency.

- 15. Identify an issue related to the denial of civil rights to a particular minority group and explain how at least one branch of the federal government helped to extend civil rights or opportunities for participation to that group.

### TCI Lessons for Quarter 3

- 5. The Bill of Rights and Civil Liberties (PSG)
- 7. Citizen Participation in a Democracy (VID)
- Civics Resources: Amendments to the Constitution
- 4. The United States Constitution (SSSB)
- 15. Courts, Judges, and the Law (RG)
- Reference: Supreme Court Cases