Social Studies – 1 Semester

Suggested Guideline following Steck-Vaugh

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| Class 1 | *Geography and the World***\***Understand Geography **(Unit 1, Lesson 1)**\*Understand map components **(Unit 1, Lesson 2)** \*Physical maps **(Unit 1, Lesson 3)** |
| Class 2 | *Geography and the World*\*Political maps **(Unit 1, Lesson 4)**\*Movement on Maps **(Unit 1, Lesson 4)***United States History*\*Relate geography to history **(Unit 2, Lesson 1)**\*Interpret tables **(Unit 2, Lesson 2)** |
| Class 3 | *United States Hisotry*\*Main idea and details **(Unit 2, Lesson 3)**\*Categorize **(Unit 2, Lesson 4)****\***Sequence **(Unit 2, Lesson 5)****\***Cause and effect **(Unit 2, Lesson 6)** |
| Class 4 | *United States Hisotry*\*Interpretar las líneas cronológicas **(Unit 2, Lesson 7)**\*Interpretar los diagramas **(Unit 3, Lesson 1)***Civics and Government*\*Interpretar la Constitución **(Unit 3, Lesson 2)**\*Resumir **(Unit 3, Lesson 3)** |
| Class 5 | *Civics and Government***\***Comparar y contrastar **(Unit 3, Lesson 4)**\*Las tablas, gráficas y diagramas de flujo **(Unit 3, Lesson 5)**\*Hacer las inferencias **(Unit 3, Lesson 6)** |
| Class 6 | *Civics and Government*\*Interpretar políticas **(Unit 3, Lesson 7)****\***Concluir **(Unit 3, Lesson 8)**\*Determinar el punto de vista **(Unit 3, Lesson 9)****\***Analizar fuentes de información **(Unit 3, Lesson 10)** |
| Class 7 | *Civics and Government*\*Hacer generalizaciones **(Unit 3, Lesson 11)****\***Identificar el problema y la solución **(Unit 3, Lesson 12)**\*Los mapas con fines específicos **(Unit 3, Lesson 13)****\***Hechos y las opiniones **(Unit 3, Lesson 14)** |
| Class 8 | *Civics and Government*\*Lógica incorrecta **(Unit 3, Lesson 15)****\***Evaluar información **(Unit 3, Lesson 16)**\*Analizar la efectividad de los argumentos **(Unit 3, Lesson 17)** |
| Class 9 | *Economics*\*Comprender la economía **(Unit 4, Lesson 1)**\*Causas y efectos múltiples **(Unit 4, Lesson 2)** |
| Class 10 | *Economics***\***Comparar la economía **(Unit 4, Lesson 3)**\*Interpretar pictografías **(Unit 4, Lesson 4)**\*Interpretar las gráficas con líneas y barras **(Unit 4, Lesson 5)** |

Social Studies 101 Objectives

Content

**CIVICAS AND GOVERNMENT (50%)**

MODERN LIBERTIES AND DEMOCRACY

*Types of modern and historical governments*

* Direct democracy, representative democracy, parliamentary democracy, presidential democracy, monarchy and other types of government that contributed to the development of American constitutional democracy

*Principles that have contributed to development of American constitutional democracy*

* Natural rights philosophy, popular sovereignty and consent of the governed, constitutionalism, majority rule and minority rights, check and balances, separation of powers, rule of law, individual rights, federalism

*Structure and design of United States government*

* Structure, powers, and authority of the federal executive, judicial, and legislative branches
* Individual government positions (e.g., President, speaker of the house), Major powers and responsibilities of the federal and state government, Share powers
* Amendment process
* Government departments and agencies

*Individual rights and civic responsibilities*

SOCIAL SYSTEMS

*Political parties, campaigns, and elections in American politics*

**UNITED STATES HISTORY (20%)**

*Key historical documents that have shaped American constitutional government*

* Magna Carta, Mayflower Compact, Declaration of Independence, United States Constitution, Martin Luther King’s Letter form the Birmingham Jail, landmark decision of the United States Supreme Court, and other key documents

*Revolutionary and Early Republic Periods*

* Revolutionary War, War of 1812, George Washington, Thomas Jefferson, Articles of Confederation, Manifest Destiny, Indian Policy.

*Civil War and Reconstruction*

* Slavery, Sectionalism, Civil War Amendments, Reconstruction policies

*Civil Rights*

* Jim Crow laws, Women’s suffrage, Civil Rights Movement, *Plessy v. Ferguson* and *Brown v. Board of Education*, Warren court decisions

**SOCIAL SYSTEMS AND GEOGRAPHY (15%)**

*European settlements and population of the Americas*

*World War I*

*World War II*

* Alliance system: imperialism, nationalism, and militarism, Russian Revolution, Woodrow Wilson, Treaty of Versailles and League of Nations, Neutrality Acts, isolationism, allied and axis powers; fascism, Nazism, and totalitarianism; the Holocaust, Japanese-American internment, decolonization, GI Bill.

*The Cold War*

* Communism and capitalism, NATO and the Warsaw Pact, U.S. maturation as an international power, division of Germany, Berlin Blockage, and Airlift; Truman Doctrine, Marshal Plan, Lyndon B. Johnson and the Great Society, Richard Nixon and the Watergate scandal, collapse of the USSR and the democratization of Eastern Europe.

*American foreign policy after 9/11*

**ECONOMY (15%)**

Development of Modern Liberties and Democracy

*Key economic events that shaped American government and policies*

*Relationship between political and economic freedoms*

Social Systems

*Fundamental Economic Concepts*

* *Markets, incentives, monopoly and competition, labor and capital, opportunity costs, profits, entrepreneurship, comparative advantage, specialization, productivity, interdependence*

*Microeconomics and Macroeconomics*

* *Supply, demand, and Price; individual choice, institutions, fiscal and monetary policy, regulation and costs of government policies, investments, government and market failures, inflation and deflation, GDP Unemployment, tariffs.*

*Consumer economics*

* *Types of credit, savings and banking, consumer credit laws.*

Skills

Drawing conclusions and making inferences

* Valid claims based on evidence
* Cite or identify specific evidence to support inferences or analysis of primary or secondary sources

Determining Central Ideas, Hypotheses, and Conclusions

* Corroborating or challenging conclusions with evidence
* Describe people, places, environments, processes, and events and connections

Analyzing events and ideas

* Identify chronological structures
* Analyze how events, processes, and ideas develop in a written document
* Analyze cause and effect
* Compare different sets of ideas related to political, historical, economic, geographic or societal contexts

Interpreting meaning of symbols, words, and phrases

Analyzing purpose and points of view

* Use of rhetoric resources
* Identify instances of bias or propaganda
* Analyze how historical context shapes an author’s point of view
* Evaluate the credibility of an author

Integrating content presented in different ways

* Integrate quantitative or technical analysis with qualitative analysis
* Analyze information presented in a variety of maps, graphic organizers, tables, and charts, and other visual resources
* Translate quantitative information expressed in words in a text into visual form

Evaluate reasoning and evidence

Analyzing relationship between texts

Writing analytic response to source tech

Reading and interpreting graphs, charts, and other data representation

Measure the Center of Statistical Dataset

* Calculate the mean, median, and range of a dataset
* Identify specific pieces of evidence an author uses in support of claims or conclusions