

WGSD Curriculum – Social Studies (Individual Development and Identity/K-8)
DRAFT 58

Kindergarten

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

- INDIVIDUAL DEVELOPMENT AND IDENTITY

- Teachers of the early grades can provide learners with opportunities to examine the personal changes that have occurred in them over time, especially their physical development, personal interests, and ideas about who they are and what they believe they can do and achieve. They can assist learners in examining how their thinking, feelings, and actions are similar to and different from those of others and to consider what may have contributed to their own thoughts, feelings, and actions and to the thoughts, feelings, and actions of others. They can also help learners to explore their own personalities and views of self and to consider how these may have come about in light of what they have done and how others have reacted toward them.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
Students will be able to explain how individuals interact and the consequences of these interactions.	4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal. 3: Student demonstrates mastery with the learning goal as evidenced by: ● describing personal changes over time (physical development, personal interests, and ideas about who they are and what they believe they can do and achieve) ● Describing personal connections to place to clarify impact on identity. ● analyzing social norms (taking turns, listening attentively, etc.) to understand how they help us grow and learn. 2: Student demonstrates he/she is nearing proficiency by: ● recognizing and recalling specific vocabulary, such as: physical, development, personal, believe, achieve, norm, clarify, identity. ● performing processes such as: ○ identifying factors that influence how humans learn and grow. ○ identifying ways people are alike and different. 1: Student demonstrates limited understanding or skill with the learning goal.

<u>Learning Targets - Rules</u>
● We will use decision making when following school rules. ● We will describe what it means to be a citizen at home and school. ● We will tell who is in authority in our school community and outside our school community. ● We will tell about the roles of people in authority. ● We can explain why we have rules inside and outside of school. ● As learners we are always changing and working towards our goals. (post as part of class rules/society)

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- We will tell about what we bring to the class community.
- We will follow class rules to be a good learner

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1st Grade

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C3 STANDARDS

- Dimension 2, Participation and Deliberation

- D2.Civ.7.K-2. Apply civic virtues when participating in school settings.
- D2.Civ.8.K-2. Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.
- D2.Civ.9.K-2. Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.
- D2.Civ.10.K-2. Compare their own point of view with others' perspectives.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
Students will be able to explain how individuals interact and the consequences of these interactions.	4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal. 3: Student demonstrates mastery with the learning goal as evidenced by: • applying civic virtues when participating in school settings. • comparing points of view with peers to begin to understand human diversity. • analyzing how they have changed over time (physical development, personal interests, and ideas about who they are and what they believe they can do and achieve) • analyzing the way they interact with others. 2: Student demonstrates he/she is nearing proficiency by: • recognizing and recalling specific vocabulary, such as: civic virtues, diversity, analyze. • performing processes such as: - o identifying basic human rights - o explaining why we honor human rights and needs. - o describing their role/position/place in their school, family and classroom. 1: Student demonstrates limited understanding or skill with the learning goal.

<u>Learning Targets - Communities</u>
• applying civic virtues when participating in school settings. • comparing points of view with peers to begin to understand human diversity. • analyzing how they have changed over time (physical development, personal interests, and ideas about who they are and what they believe they can do and achieve)

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- analyzing the way they interact with others.
- explaining why civic responsibilities play a role in our lives.
- explaining how to resolve disputes peacefully in the classroom and on the playground.
- identifying how schools, religions, families, governments, and/or businesses play major roles in the lives of people.
- identifying the difference between wants and needs of an individual.
- listing various ways an individual obtains goods.
- identifying elements in their environment that affect their lives.

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2nd Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

- INDIVIDUAL DEVELOPMENT AND IDENTITY

- Teachers of the early grades can provide learners with opportunities to examine the personal changes that have occurred in them over time, especially their physical development, personal interests, and ideas about who they are and what they believe they can do and achieve. They can assist learners in examining how their thinking, feelings, and actions are similar to and different from those of others and to consider what may have contributed to their own thoughts, feelings, and actions and to the thoughts, feelings, and actions of others. They can also help learners to explore their own personalities and views of self and to consider how these may have come about in light of what they have done and how others have reacted toward them.

C3 STANDARDS

- Dimension 2, Participation and Deliberation
 - D2.Civ.10.K-2. Compare their own point of view with others' perspectives.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
Students will be able to explain how individuals interact and the consequences of these interactions.	4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal. 3: Student demonstrates mastery with the learning goal as evidenced by: • comparing similarities and differences by examining thinking, feelings, and actions that are similar to and different from those of others. • hypothesizing what may have contributed to their own thoughts, feelings, and actions and to the thoughts, feelings, and actions of others. • critiquing how children in other times or places may have reacted to life events (based on historical or cultural research). 2: Student demonstrates he/she is nearing proficiency by: • recognizing and recalling specific vocabulary, such as: similarities, differences, hypothesis, critique. • performing processes such as: - o identifying actions that are responsive to particular situations 1: Student demonstrates limited understanding or skill with the learning goal.

<u>Learning Targets - World Cultures</u>
• Students will identify countries around the world • Students will learn geographic location • Students will learn relative location • Students will learn important characteristics of place such as but not limited to: continent, city, landform, culture, tradition

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3rd Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

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- Teachers of the early grades can provide learners with opportunities to examine the personal changes that have occurred in them over time, especially their physical development, personal interests, and ideas about who they are and what they believe they can do and achieve. They can assist learners in examining how their thinking, feelings, and actions are similar to and different from those of others and to consider what may have contributed to their own thoughts, feelings, and actions and to the thoughts, feelings, and actions of others. They can also help learners to explore their own personalities and views of self and to consider how these may have come about in light of what they have done and how others have reacted toward them.

C3 STANDARDS

- Dimension 2, Participation and Deliberation

- D2.Civ.7.3-5. Apply civic virtues and democratic principles in school settings.
- D2.Civ.8.3-5. Identify core civic virtues and democratic principles that guide government, society, and communities.
- D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
Students will be able to explain how individuals interact and the consequences of these interactions.	4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal. 3: Student demonstrates mastery with the learning goal as evidenced by: • summarizing the physical development, personal interests, and ideas about who they are and what they believe they can do and achieve. • summarizing their views of self and what events or institutions have shaped those views. • use views of self and value opinions of others to resolve conflict. • developing and implementing avenues to contribute to the community. 2: Student demonstrates he/she is nearing proficiency by: • recognizing and recalling specific vocabulary, such as: conflict, institutions. • performing processes such as: - o identifying ways to contribute to a community. - o comparing points of view expressed by local community with their own. 1: Student demonstrates limited understanding or skill with the learning goal.

<u>Learning Targets -??</u>
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4th Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

- INDIVIDUAL DEVELOPMENT AND IDENTITY

- Teachers of the early grades can provide learners with opportunities to examine the personal changes that have occurred in them over time, especially their physical development, personal interests, and ideas about who they are and what they believe they can do and achieve. They can assist learners in examining how their thinking, feelings, and actions are similar to and different from those of others and to consider what may have contributed to their own thoughts, feelings, and actions and to the thoughts, feelings, and actions of others. They can also help learners to explore their own personalities and views of self and to consider how these may have come about in light of what they have done and how others have reacted toward them.

C3 STANDARDS

- Dimension 2, Participation and Deliberation

- D2.Civ.8.3-5. Identify core civic virtues and democratic principles that guide government, society, and communities.
- D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
Students will be able to explain how individuals interact and the consequences of these interactions.	4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal. 3: Student demonstrates mastery with the learning goal as evidenced by: ● comparing differences and commonalities that exist among individuals (beliefs, experiences, perspectives and values). ● constructing a logical argument to demonstrate how beliefs, experiences and values shape an individual's interactions with their environment. 2: Student demonstrates he/she is nearing proficiency by: ● recognizing and recalling specific vocabulary, such as: interaction, environment. ● performing processes such as: ○ identifying cause and effect of personal decisions. 1: Student demonstrates limited understanding or skill with the learning goal.

<u>Learning Targets - ???</u>
● ? ● ? ● ? ● ? ● ? ● Family, City, Taxes ● analyzing ideas and principles contained in the founding documents of the governmental systems to explain how they influenced the social and political system. (Pulled from 8th grade. Possible use depending upon content taught.) ● comparing kids in missouri to kids in other states

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- investigating the beliefs and values of missourians
- assessing actions of state officials and the outcomes (intended and unintended) of governmental actions (bills, laws, rules, etc.)
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5th Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

- INDIVIDUAL DEVELOPMENT AND IDENTITY

- Teachers of the early grades can provide learners with opportunities to examine the personal changes that have occurred in them over time, especially their physical development, personal interests, and ideas about who they are and what they believe they can do and achieve. They can assist learners in examining how their thinking, feelings, and actions are similar to and different from those of others and to consider what may have contributed to their own thoughts, feelings, and actions and to the thoughts, feelings, and actions of others. They can also help learners to explore their own personalities and views of self and to consider how these may have come about in light of what they have done and how others have reacted toward them.

C3 STANDARDS

- Dimension 2, Participation and Deliberation

- D2.Civ.8.3-5. Identify core civic virtues and democratic principles that guide government, society, and communities.
- D2.Civ.9.3-5. Use deliberative processes when making decisions or reaching judgments as a group.
- D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
Students will be able to explain how individuals interact and the consequences of these interactions.	4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal. 3: Student demonstrates mastery with the learning goal as evidenced by: ● identifying core civic virtues and democratic principles that guide decision making. ● critiquing the process used to making decisions or reaching judgements as a group. 2: Student demonstrates he/she is nearing proficiency by: ● recognizing and recalling specific vocabulary, such as: civic virtues, government, democratic, principle. ● performing processes such as: ○ applying civic virtues and democratic principles in multiple settings. ○ compare differences and commonalities that exist among individuals (beliefs, experiences, perspectives and values). 1: Student demonstrates limited understanding or skill with the learning goal.

<u>Learning Targets - Explorers and Foundations</u>
● Study selected European explorers and the territories they explored ● Understand selected geographic, economic, political, and cultural factors that characterized early exploration of the Americas ● Understand why colonial America was settled in regions (everyday life in colonies) ● Knows significant events in the colonization of North America ● Knows significant social and political events that led to and characterized the American Revolution ● Knows significant historical documents and the principal ideas expressed in them

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- There were already people living in America (Native Americans)
- People from Spain were first to come seeking riches and opportunity
- People from Spain settled mostly in the southern part of the current U.S. (Florida to California)
- The French and Dutch came shortly after Spain to obtain furs
- The French settled the middle of current U.S and North of Spanish settlements into Canada
- Finally, English settlers came to North America to build new lives for their families
- Religious and political freedom was another reason for settling in a new, loosely governed place
- 13 English colonies were established along the Atlantic Coast
- Colonists depended on Native Americans, Indentured Servants, and African slaves as a source of labor
- Colonists informally established types of governmental procedures, including direct democracy, representative government, and majority rule
- The Mayflower Compact was the first attempt at establishing law and order in the colonies
- The New England colonists were generally religious (Christian), depended on each other, and quickly established centers of communities
- The Middle colonists enjoyed milder climate, were more tolerant of different religious beliefs, and used the fertile soil to grow much agriculture
- The Southern colonists were self-sufficient, depended on African slaves on plantations, and established the House of Burgess, the first attempt at representative government
- American colonists defeated England in the American Revolutionary War. This allowed people living in the colonies to form their own country.
- During the mid 1700's some colonists became increasingly upset with King George in Great Britain for the "unfair" control he had over the colonies
- Some colonists believed that the taxes demanded of them on their own goods was unreasonable
- The Colonists began making requests of Great Britain to change how it dealt with them, but there was no change
- Disagreement in power led to Great Britain and the colonists going to war
- One reason the colonists were able to defeat England was because they had strong leaders, such as George Washington
- A second reason for the colonists' victory was their personal interest in forming an independent nation
- The colonists received assistance from France, which helped them defeat England
- Colonists were fighting on their own land; this was an advantage over the English
- The Revolutionary War divided families; some thought they should be loyal to the king (Loyalists), even though they disagreed with the rules while others thought they should fight for their rights.
- Patriots were colonists who thought they should fight for freedom from King George and England

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- Patriots were not formally trained, used their own equipment and weapons, and were ready at a moment's notice (minutemen)
- Women helped in the war by taking care of farms, helping the injured, and taking care of their homes
- King George and England believed that colonists should obey English laws and support England with taxes because they had supported them in establishing the colonies
- The Declaration of Independence was written by American colonists to tell other countries that the people living in the American colonies were declaring themselves free and independent from England.
- Thomas Jefferson was a chief writer of the Declaration of Independence
- People living in the colonies wanted to establish a country that was run by the people and where the citizens' rights were protected
- Not all colonists thought it was right to rebel and declare independence from King George; they were called Loyalists
- The Constitution outlines the rights and responsibilities of people living in the United States
- The Preamble is an opening statement declaring the rights of all people in the United States
- In later years, the Bill of Rights (amendments) were added to the Constitution to better define or change parts of the Constitution
- The Bill of Rights includes freedoms of religion, speech, press, to assemble peacefully, to petition to government
- The Constitution describes the organization and function of the three branches of the federal government
- Laws and rules are made to promote the common good.
- As a citizen of the United States, you have certain rights and responsibilities

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6th Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

- INDIVIDUAL DEVELOPMENT AND IDENTITY
 - Teachers of the middle grades can provide learners with opportunities to examine instances of human behavior in light of sound discipline-based concepts, principles, and factors associated with human memory, thinking, feeling, and behavior. For instance, learners may examine behaviors associated with peer pressure, conformity, personal identity, self concept, deviance, stereotyping, altruism, social expectations, norms, and roles. They can assist learners to consider personality and individual differences and use sound concepts and principles to interpret and explain them as well as appreciate the commonalities and differences that exist among humans in different and the same cultures, age groups, and social contexts. They can also help learners apply psychological concepts and principles to describe and explain their personal, social, emotional, physical, and cognitive development so far, and the likely and possible changes that may occur over time as they grow older.

C3 STANDARDS

- Dimension 2, Participation and Deliberation
 - D2.Civ.7.6-8. Apply civic virtues and democratic principles in school and community settings.
 - D2.Civ.8.6-8. Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.
 - D2.Civ.9.6-8. Compare deliberative processes used by a wide variety of groups in various settings.
 - D2.Civ.10.6-8. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
Students will be able to explain how individuals interact and the consequences of these interactions.	4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal. 3: Student demonstrates mastery with the learning goal as evidenced by: ● assessing what happens when civic virtues and/or democratic principles are denied. ● summarizing how a society's values have changed over time. ● applying knowledge of self to recognize bias, beliefs, and values. 2: Student demonstrates he/she is nearing proficiency by: ● recognizing and recalling specific vocabulary, such as: denied, bias, values. ● performing processes such as: ○ applying civic virtues and democratic principles in various settings. ○ summarizing how a society's values have changed over time. ○ applying psychological concepts and principles to describe and explain personal, social, emotional, physical, and cognitive development so far, and the likely and possible changes that may occur over time as they grow older. 1: Student demonstrates limited understanding or skill with the learning goal.

<u>Learning Targets - An Era of Growth and Disunion</u>	
● Civil War ○ Disunion ■ Students will be able to describe the causes of the Civil War ● John Brown, Uncle Tom's Cabin, Fugitive slave law, cotton gin, congress, Dred Scott ● <i>DBQ or Civil War magazine</i> ○ Emancipation and battles of war	

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- Students will be able to state the meaning and the impact of the emancipation
 - Iron clad, Shiloh, Bull run, Antietam
 - *Group Battle timeline*
 - Life at War (2 day)
 - Students will be able to describe the day to day life of a civil war soldier
 - Who were the soldiers? Homefront, life at war
 - Shifting Tides (Gettysburg)
 - Students will be able to discuss the effects of the battles of Gettysburg, Gettysburg Address and Vicksburg
 - Bringing the war to an end
 - Students will be able to list and discuss the sequence of events leading to the end of the Civil War, paying attention to the election of 1864.
 - 1864, Grand Commander, Sherman, Siege of Petersburg, surrender
 - Effect of the war
 - Students will be able to discuss the effect of the Civil War
- Reconstruction
 - Restoring the Union:
 - Students will be able to evaluate the various plans for Reconstruction.
 - Lincoln's plan bringing south states back to the union, Johnson vs. Stevens (*student debate*)
 - Lincoln's death
 - The Effects of Reconstruction:
 - Students will be able to evaluate the political gains of African Americans in the South under Reconstruction.
 - Amendments 13,14,15
 - Freedman's bureau, KKK, Hiliun Revels
 - *Comic Book*

Learning Targets - Migration and Industrialization Change Society

- The West Transformed
 - Students will be able to understand the conflicts that occurred during the settlement of the Western frontier.
 - Gold and boomtown life, transcontinental railroad
 - Native Americans
 - sand creek massacre, Buffalo soldier, end of the buffalo
 - different native groups
 - ghost dance

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- Dawes Act
 - Farming in west
- Immigration
 - Students will be able to explain how immigrants assimilated and contributed to American life.
 - Population changes/Ellis and Angel Island
 - Interaction and Conflict between cultures (tenement housing, mixing bowl, city growth)
- Industrialization
 - Students will be able to understand the impact of the Industrial Revolution on American Society
 - *group project - everyone take an invention and tell impact on society*
 - steel, electric power, telephone, Henry Ford assembly line, wright brothers, oil and Rockefeller, working conditions (hazardous), labor unions

Learning Targets - Modern America Emerges

- Progressive Era
 - Students will be able to analyze the actions taken by citizens to bring about reforms.
 - Workplace reforms
 - unions, muckrakers
 - Early Civil Rights (NAACP)
 - Women's Rights
 - Amendments (17,18,19,21)
- World War I
 - Students will be able to describe the causes of WWI
 - Archduke Ferdinand
 - Students will be able to explain the reasons and the effects of the US entering the war
 - Lusitania, Zimmerman note, alliances, militarism, imperialism, nationalism, Woodrow Wilson
 - Students will understand the advances in technology that affected the war
 - Machine gun, tank, submarine, airplane, poisonous gas, gas mask,
 - Students will be able to explain the effects and consequences of WWI.
 - Reaction of United States to Treaty of Versailles, League of Nations, and Red Scare. (Communism)
 - Geography of countries involved/ changes in boundaries

Learning Targets - The Twenties and The Great Depression

The Roaring Twenties

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- Students will be able to describe cultural developments and individual contributions in the 1920's
 - Harlem Renaissance
 - Jazz Age
 - Prohibition
- The Great Depression
 - Students will be able to describe what America was like during the Great Depression
 - Dust Bowl (also talked about in science)
 - Students will be able to demonstrate an understanding of relief, reform, and recovery.
 - New Deal

Learning Targets - World War II and it's Aftermath

- Students will be able to explain the causes of World War II
 - Entry of the United States into the war (Pearl Harbor)
 - locate Allied/ Axis powers on map
 - Joseph Stalin, Adolf Hitler, Benito Mussolini, Winston Churchill
- Students will be able to explain why the Us finally entered the war
 - Pearl Harbor
 - Franklin D. Roosevelt
- Students will be able to explain how life was on the homefront
 - african americans and women's roles
 - treatment of Japanese Americans
 - retooling of factories from consumer to military production (rationing)
- Students will be able to explain how the end of the war came about.
 - Key Battles: Battles of Normandy, Battle of the Bulge
 - Atomic Bomb
- Students will analyze the human costs associated with WWII
 - Holocaust
 - military casualties
 - atomic bomb

Learning Targets - Civil Rights - Living with Great Turmoil

- Cold War
 - Student will be able to explain the roots of the Cold War.

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- Communism, Marshall plan, Soviet Union, Nuclear weapons after WWII, Nuclear arms race
- Student will be able to explain how the Korean War led to the Cold War and the Red Scare.
 - McCarthyism, Red Scare, Joseph McCarthy, Korea, Truman, MacArthur
- Students will be able to explain how the Cold War turned into an arms race and why became a crisis spot.
 - Cuban missile Crisis, Fidel Castro, Sputnik, superpowers, John F. Kennedy
- Vietnam
- The Civil Rights Movement
 - Students will be able to analyze how African Americans struggled to gain the rights guaranteed them by the Constitution.
 - Martin Luther King Jr., Rosa Parks, Fred Shuttlesworth, John Lewis events, Brown vs. Board of Education, Montgomery Bus Boycott, student protests, Freedom Rides, Malcolm X, I have a dream speech
 - Student will be able to summarize the actions that were taken to keep African Americans from voting.
 - literacy tests, white primaries, restrictions on voter registration, poll taxes.
 - Students will be able to explain the impact of the voting rights marches on the efforts to increase voting rights for minorities.
 - Voting Rights Act of 1965
 - Students will be able to assess how the civil rights movement changed the United States
 - Civil Right Acts
 - 1964
 - 1968 (Fair Housing Act)

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7th Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

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C3 STANDARDS

- Dimension 2, Participation and Deliberation
 - D2.Civ.7.6-8. Apply civic virtues and democratic principles in school and community settings.
 - D2.Civ.9.6-8. Compare deliberative processes used by a wide variety of groups in various settings.
 - D2.Civ.10.6-8. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
Students will be able to explain how individuals interact and the consequences of these interactions.	4: Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal. 3: Student demonstrates mastery with the learning goal as evidenced by: ● defining how a government can affect the identity of a person or group. ● comparing personal rights in various societies and cultures in the past. ● analyzing strengths and advantages that diversity offers to a society in general, and to their own growth as a human being in particular. 2: Student demonstrates he/she is nearing proficiency by: ● recognizing and recalling specific vocabulary, such as: government, diversity, society, culture. ● performing processes such as: ○ identifying civil rights or individual rights in past societies. ○ examining instances of human behavior to make connections or inferences. 1: Student demonstrates limited understanding or skill with the learning goal.

<u>Learning Targets - Ancient Civilizations</u>	
● Mesopotamia ○ Hammurabi Law Code ○ Kingship ○ Social Class ● Egypt ○ Religion	

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○ Technology (Pyramids, Great Buildings) ○ Social Class ● India ○ Caste System ○ Hinduism/Buddhism ● China ○ Technology
<u>Learning Targets - Ancient World</u> ● Egypt Project (Mummy Book, Choose your own project (multiple intelligences), Essay on Culture) ● Egyptian Tomb Art and burial practices ● Mesopotamia - Big Myth - Creation Myth ● India - Buddhist/Hindu Parables ● India Caste System
<u>Learning Targets - Classical World</u> ● Greece ○ Direct Democracy ○ Government Types (Monarchy, Oligarchy, Democracy) ○ Greek Inventors and Philosophers ● Rome ○ Republican Democracy (Republic) ○ Roman Engineering ○ Inflation Economic Crisis
<u>Learning Targets - Medieval World</u> ● Europe ○ The Power of the Catholic Church ○ Feudal system ○ The Crusades ■ Cross Cultural Influences after the Crusades

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- The Black Death
- Religions (Christianity, Judaism and Islam)
- Feudal Japan
 - Ninjas?
 - Feudal system
- Medieval African Kingdoms
 - Salt and Gold Trade
 - Mansa Musa

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8th Grade

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

- INDIVIDUAL DEVELOPMENT AND IDENTITY
 - Teachers of the middle grades can provide learners with opportunities to examine instances of human behavior in light of sound discipline-based concepts, principles, and factors associated with human memory, thinking, feeling, and behavior. For instance, learners may examine behaviors associated with peer pressure, conformity, personal identity, self concept, deviance, stereotyping, altruism, social expectations, norms, and roles. They can assist learners to consider personality and individual differences and use sound concepts and principles to interpret and explain them as well as appreciate the commonalities and differences that exist among humans in different and the same cultures, age groups, and social contexts. They can also help learners apply psychological concepts and principles to describe and explain their personal, social, emotional, physical, and cognitive development so far, and the likely and possible changes that may occur over time as they grow older.

C3 STANDARDS

- Dimension 2, Participation and Deliberation
 - D2.Civ.7.6-8. Apply civic virtues and democratic principles in school and community settings.
 - D2.Civ.8.6-8. Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.
 - D2.Civ.9.6-8. Compare deliberative processes used by a wide variety of groups in various settings.
 - D2.Civ.10.6-8. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
Students will be able to explain how individuals interact and the consequences of these interactions.	4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal. 3: Student demonstrates mastery with the learning goal as evidenced by: ● comparing difference and commonalities that exist among individuals (age, race, gender, sexual orientation, and wealth). ● explaining the relevance of personal interests, perspectives, civic virtues, values and belief when people address issues and problems in government and society. ● Interpret behaviors associated with peer pressure, conformity, personal identity, self-concept, deviance, stereotyping, altruism, social expectations, norms, and roles. ● comparing discipline-based ideas, principles, and factors with/related to human memory, thinking, feeling, and behavior. 2: Student demonstrates he/she is nearing proficiency by: ● recognizing and recalling specific vocabulary, such as: commonality, personal interests, perspectives, peer pressure, conformity, self-concept, deviance, altruism, role. ● performing processes such as: ○ analyzing ideas and principles contained in founding documents to explain how they influenced the social and political system. ○ analyzing how societal decisions result in consequences (both intended and unintended) ○ explaining how society and civilizations expectations influence individual interactions. 1: Student demonstrates limited understanding or skill with the learning goal.

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Learning Targets - Human Environment Interactions

- explore the influence of peoples, places, and environments on personal development
- demonstrate self-direction when working towards and accomplishing personal goals
- understand others and their beliefs, feelings, and convictions

Learning Targets - Civil Rights

- explore the influence of peoples, places, and environments on personal development
- demonstrate self-direction when working towards and accomplishing personal goals
- understand others and their beliefs, feelings, and convictions