

# SOCIAL STUDIES

# SS07—Social Studies

Course #: SS-07  
Course Name: Social Studies  
Prerequisites: None

Grade Level: 07  
Level of Difficulty: Medium  
# of Credits: 1

The following Social Studies performance objectives are integrated throughout the entire course:

## HISTORICAL RESEARCH SKILLS

- S1&2 PO 1** *Construct charts, graphs, and narratives using historical data.*
- S1&2 PO 2** *Interpret historical data displayed in graphs, tables, and charts.*
- S1&2 PO 3** *Construct timelines (e.g., presidents/world leaders, key events, people) of the historical era being studied.*
- S1&2 PO 4** *Formulate questions that can be answered by historical study and research.*
- S1&2 PO 5** Describe the difference between a primary source document and a secondary source document and the relationships between them.
- S1&2 PO 6** *Determine the credibility and bias of primary and secondary sources.*
- S1&2 PO 7** *Analyze cause and effect relationships between and among individuals and/or historical events.*
- S1&2 PO 8** Describe two points of view on the same historical event.
- S1C10 PO 1** *Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).*
- S1C10 PO 2** *Identify the connection between current and historical events and issues studied at this grade level using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).*
- S1C10 PO 3** *Describe how key political, social, geographic, and economic events of the late 20th century and early 21st century affected, and continue to affect, the United States.*
- S2C9 PO 1** *Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).*
- S2C9 PO 2** Identify the connection between current and historical events and issues identified in Concept 8 above using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).
- S2C9 PO 3** *Analyze how world events of the late 20<sup>th</sup> century and early 21<sup>st</sup> century (e.g., terrorism, globalization, conflicts, interdependence, natural disasters, advancements in science and technology, environmental issues) affected, and continue to affect, the social, political, geographic, and economic climate of the world.*

## GEOGRAPHY SKILLS

- S4C1 PO 1** *Construct maps, charts, and graphs to display geographic information.*
- S4C1 PO 2** *Identify purposes and differences of maps, globes, aerial photographs, charts, and satellite images.*
- S4C1 PO 3** *Interpret maps, charts, and geographic databases using geographic information*
- S4C1 PO 5** Interpret thematic maps, graphs, charts, and databases depicting various aspects of the United States and world regions. (Apply to regions studied.)
- S4C6 PO 3** Use geographic knowledge and skills (e.g., recognizing patterns, mapping, graphing) when discussing current events.

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### LANGUAGE ARTS CONNECTION

The following Reading and Writing performance objectives are integrated throughout the entire course:

#### Reading

S1C4	<b>Vocabulary</b>	<b>Acquire and use new vocabulary in relevant contexts to identify the intended meaning of unfamiliar words and identify the meaning and pronunciations of words by using a variety of reference aids including dictionaries, thesauri, and glossaries (and CD-ROM and the Internet when available).</b>
S1C6	<b>Comprehension Strategies</b>	<b>Employ strategies to comprehend text using prior knowledge, txt features, organizing skills, and reading techniques.</b>
S3C1	<b>Expository Text</b>	<b>Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</b>
S3C3	<b>Persuasive Text</b>	<b>Explain basis elements of argument in text and their relationship to the author’s purpose and use of persuasive strategies.</b>

#### Writing

S1C5	<b>Publishing</b>	<b>Publishing includes formatting and presenting a final product for the intended audience.</b>
S2C1	<b>Ideas and Content</b>	<b>Writing is clear and focused, holding the reader’s attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.</b>
S2C2	<b>Organization</b>	<b>Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.</b>
S2C6	<b>Conventions</b>	<b>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</b>
S3C2	<b>Expository</b>	<b>Expository writing includes non-fiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation and/or experience.</b>
S3C4	<b>Persuasive</b>	<b>Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses and opinion in order to convince an audience to agree with the opinion or to take a particular action.</b>
S3C6	<b>Research</b>	<b>Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished produce. (Assessed in the classroom)</b>

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7 <sup>th</sup> grade Social Studies SS07—Suggested Teaching Timeline											
	First Semester					Second Semester					
	August	September	October	November	December	January	February	March	April	May	
<b>Historical Research Skills</b>	→										
<b>Geography Skills</b>	→										
<b>Language Arts Connection</b>	→										
<b>Arizona in the World</b>	3 weeks →										
<b>Westward Expansion and Pre-Civil War</b>			2 weeks →								
<b>Civil War and Reconstruction</b>			4 weeks →								
<b>Industrial Era</b>				3 weeks →							
<b>Progressive Era</b>						2 weeks →					
<b>Imperialism</b>							2 weeks →				
<b>World War I</b>								3 weeks →			
<b>The 1920's &amp; 1930's</b>									4 weeks →		
<b>Pre World War II</b>										3 weeks →	
<p><b>*Historical Research Skills, Geography Skills, and Language Arts Connections are to be taught throughout entire course.</b></p> <p><b>**Amount of days suggested to teach each unit are approximate.</b></p>											

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Arizona and the World			
Students should know and be able to...			
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
Formal introduction of the Five Themes of Geography: <ul style="list-style-type: none"> <li>• Location</li> <li>• Place</li> <li>• Human Environment/Interaction</li> <li>• Movement</li> <li>• Region</li> </ul>		<ul style="list-style-type: none"> <li>• location</li> <li>• place</li> <li>• Human Environment/Interaction</li> <li>• movement</li> <li>• region</li> </ul>	Service Learning: <ul style="list-style-type: none"> <li>• Make flashcards of important vocabulary terms and distribute for use with elementary or ELAD students.</li> </ul>
<p><b>S4C1-PO4:</b>  <b>Locate physical and cultural features (e.g., continents, cities, countries, significant waterways, mountain ranges, climate zones, major water bodies, landforms) throughout the world.</b> Use this as an opportunity to introduce the key vocabulary and geographic terms in the Arizona unit and reinforce in future units thorough out the year.</p>	<p><b>S4C3 Science Strand 6 Concept 3</b>  <b>Explain the relationships between the Earth and other objects in the solar system.</b></p> <p><b>S4C3 Science Strand 6 Concept 2</b>  <b>Relate plate tectonics to the resulting landforms and earthquakes.</b></p> <p><b>S4C3 Science Strand 6 Concept 1</b>  <b>Describe the basic properties of earth materials (rocks, fossils, layers of the earth) and how change over time is estimated.</b></p> <p><b>S4C5-PO2:</b>  <b>Describe (summarize) the consequences of natural hazards (e.g., Dust Bowl hurricanes, droughts, earthquakes).</b></p>	<ul style="list-style-type: none"> <li>• plate tectonics (land forms)</li> <li>• climate zones (arctic, temperate, tropical)</li> <li>• solar system (earth-sun relationship)</li> </ul>	

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<b>Place:</b>			
<p><b>S1C7-PO11:</b>  <b>Describe major factors in Arizona history (e.g., territorial status, mining, constitutional convention) leading to statehood.</b></p>	<p><b>S4C2-PO1:</b>  <b>Describe (compare) the human and physical characteristics of places and regions.</b></p> <p><b>S4C5-PO1:</b>  <b>Identify the physical processes (e.g., conservation of natural resources, mining, water distribution in Arizona) that influence the formation and location of resources.</b></p> <p><b>S4C4-PO10:</b>  <i>Describe how changes in technology, transportation, communication, and resources affect the location of economic activities in places and world regions.</i></p> <p><b>S3C1-PO2:</b>  <b>Analyze Arizona’s transition from territory to statehood:</b>  <b>a. locations of capital</b>  <b>b. founding people( Poston, Hunt, Hayden)</b>  <b>c. Arizona’s constitution</b></p> <p><b>S3C4-PO1:</b>  <b>Describe the benefits of community service.</b></p> <p><b>S3C4-PO2:</b>  <i>Discuss the character traits (e.g., respect, responsibility, fairness, involvement) that are important to the preservation and improvement of constitutional democracy in the United States.</i></p>	<ul style="list-style-type: none"> <li>• territorial status</li> <li>• Constitutional Convention</li> <li>• mining</li> <li>• Sun Belt</li> <li>• water conservation</li> </ul>	<p>Service Learning:</p> <ul style="list-style-type: none"> <li>• Research and develop a school-wide water conservation program.</li> <li>• This goes with the performance objective on rights and responsibility of citizens.</li> <li>• Survey other students on an issue of concern to them and share that information with local policy makers. (Project Citizen)</li> </ul>

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<b>Place:</b>			
<p><b>S1C7-PO11:</b> (cont.)</p>	<p><b>S3C4-PO3:</b> Describe the importance of citizens being actively involved in the democratic process (i.e., voting, student government, involvement in political decision making, analyzing issues, petitioning public officials).</p> <p><b>S3C4-PO4:</b> Explain the obligations and responsibilities of citizenship:</p> <ul style="list-style-type: none"> <li>a. upholding the Constitution</li> <li>b. obeying the law</li> <li>c. paying taxes</li> <li>d. registering for selective service</li> <li>e. jury duty</li> </ul> <p><b>S4C6-PO2:</b> Describe (analyze) how environments (e.g., Sun Belt, urban areas) influence living conditions.</p>		

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<b><i>Human-Environment Interaction:</i></b>			
<p><b>S4C5-PO3:</b>  <b>Describe (explain) how humans modify environments (e.g., conservation, deforestation, dams) and adapt to the environment.</b></p>	<p><b>S4C5-PO5:</b>  <b>Explain (analyze) how modification in one place (e.g., canals, dams, farming techniques, industrialization) often leads to changes in other locations.</b></p> <p><b>S4C5-PO4:</b>  <b>Describe the positive and negative outcomes of human modification on the environment.</b></p> <p><b>S4C5-PO6:</b>  <b>Describe (analyze) the ways human population growth can affect environments and the capacity of environments to support populations.</b></p> <p><b>S4C3 Science Strand 3 Concept 1</b>  <b>Analyze environmental benefits and risks of human interactions.</b></p> <p><b>S4C5-PO7:</b>  <b>Compare different points of view and research on environmental issues (e.g., land use natural resources, wildlife, biomes).</b></p> <p><b>S4C3: Science Strand 4 Concept 3</b>  <b>Analyze relationships in the environment (food chains, food webs, carrying capacity, problems associated with population growth, and environmental factors) affecting living organisms.</b></p>	<ul style="list-style-type: none"> <li>• deforestation</li> <li>• dams</li> <li>• canals</li> <li>• population growth</li> <li>• supply and demand</li> <li>• balance of trade</li> </ul>	

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Arizona and the World

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Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<b><i>Region / Movement:</i></b>			
<p><b>S4C2-PO2:</b>                      Explain the concept of regions and why they change.</p>	<p><b>S4C2-PO3:</b>                      Compare the historical and contemporary interactions among people in different places and regions.</p> <p><b>S5C4-PO2:</b>                      Identify the patterns of economic interaction (e.g., national debt, balance of trade, supply and demand) between countries.</p> <p><b>S4C4-PO4:</b>                      Analyze how social (e.g., family), physical (e.g., good climate, farmland, water, minerals), and economic (e.g., jobs) resources influence where human populations choose to live.</p>		

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Westward Expansion and Pre Civil War

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Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p><b>S1C6-PO1:</b>  <b>Analyze the factors leading to the Civil War:</b>                      a. <b>role of abolitionists and Underground Railroad</b>                      b. <b>Sectionalism and States’ Rights</b>                      c. <b>Westward expansion</b> (Manifest Destiny, Texas War for Independence, Mexican War)                      d. <b>Missouri and 1850 Compromises</b>                      e. <b>Dred Scott Decision</b>                      f. <b>Kansas-Nebraska Act</b>                      g. Lincoln/Douglas Debates                      h. Birth of the Republican Party                      i. Lincoln’s Election</p>	<p><b>S4C4-PO5:</b>  <b>Analyze the effects of settlement (e.g. quality of life, transportation, population density) on places.</b></p> <p><b>S4C6-PO1:</b>  <b>Describe (explain) ways geographic features and conditions influence history.</b> (e.g., agrarian south pre-Civil War, Industrial North)</p> <p><b>S4C4-PO2:</b>  <b>Describe (analyze) the push and pull factors (e.g., need for raw materials, enslavement, employment opportunities, impact of war, religious freedom, political freedom) that cause human migrations.</b></p> <p><b>S4C4-PO7:</b>  <b>Describe (analyze) the factors (e.g., nearness to transportation routes, markets, raw materials, labor force) that influence the location, distribution and interrelationships of economic activities in different places and world regions.</b></p> <p><b>S4C4-PO8:</b>  <b>Explain how cooperation and conflict contribute to political, economic and social activities.</b></p> <p><b>S3C4-PO5:</b>  <b>Describe (identify) the impact of laws (i.e., Dawes Act) that came about during the historical time periods studied.</b></p> <p><b>S5C1-PO4:</b>  <b>Describe the characteristics of a market economy</b>                      a. <b>property rights</b></p>	<ul style="list-style-type: none"> <li>• Civil War</li> <li>• abolitionist</li> <li>• underground railroad</li> <li>• sectionalism</li> <li>• states’ rights</li> <li>• expansion</li> <li>• Manifest Destiny</li> <li>• Texas War for Independence</li> <li>• Mexican War</li> <li>• Missouri Compromise</li> <li>• 1850 Compromise</li> <li>• Dred Scott Decision</li> <li>• Kansas-Nebraska Act</li> <li>• Lincoln Douglas Debates</li> <li>• Republican Party (birth of)</li> <li>• property rights</li> <li>• enslavement</li> <li>• population density</li> <li>• agrarian South</li> <li>• industrial North</li> <li>• Treaty of Guadalupe</li> <li>• Gadsden Purchase</li> <li>• political platform</li> <li>• Sojourner Truth</li> <li>• Fredrick Douglas</li> <li>• Harriet Tubman</li> </ul>	<p>Land Acquisitions Map</p>

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Civil War and Reconstruction

Students should know and be able to...			
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p><b>S1C6-PO2:</b>  <b>Determine the significance of the following events of the Civil War:</b>                      a. firing on Fort Sumter                      b. major battles – Bull Run, Antietam, Vicksburg, Gettysburg                      c. Enactment of the Emancipation Proclamation                      d. Sherman’s march                      e. surrender at Appomattox                      f. Arizona connection – Picacho Peak</p>	<p><b>S4C1-PO4:</b>  <b>Locate physical and cultural features (e.g., continents, cities, countries, significant waterways, mountain ranges, climate zones, major water bodies, landforms) throughout the world.</b></p> <p><b>S1C6-PO3:</b>  <b>Describe (explain) significance of the following individuals or groups in the Civil War:</b>                      a. political leaders (i.e., Abraham Lincoln, Jefferson Davis)                      b. military leaders (e.g., Robert E. Lee, Ulysses S. Grant, William Tecumseh Sherman, Thomas “Stonewall” Jackson)                      c. role of African- Americans                      d. role of Women</p> <p><b>S1C6-PO4:</b>  <b>Analyze the impact of the Civil War on the following personal, social, and economic aspects of American life:</b>                      a. Americans fighting Americans                      b. high casualties caused by disease and the type of warfare                      c. widespread destruction of American property                      d. change in status of freed slaves                      e. value of railroads and industry</p> <p><b>S4C4-PO9:</b>  <b>Identify cultural aspects (e.g., literacy rates, occupations, property rights) based on social and political factors</b></p>	<ul style="list-style-type: none"> <li>• Ft. Sumter</li> <li>• Bull Run</li> <li>• Antietam</li> <li>• Vicksburg</li> <li>• Gettysburg</li> <li>• Emancipation Proclamation</li> <li>• Sherman’s March</li> <li>• Appomattox</li> <li>• Abe Lincoln</li> <li>• Jefferson Davis</li> <li>• Robert E. Lee</li> <li>• Ulysses S. Grant</li> <li>• W. T. Sherman</li> <li>• Stonewall Jackson</li> <li>• casualties</li> <li>• scarcity</li> <li>• Bill of Rights</li> </ul>	

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<p><b>S1C6-PO2:</b> (cont.)</p>	<p><b>S5C3-PO4:</b> Describe how scarcity influences the choices (e.g., war time rationing, women in the work force, reallocation of resources, conscription) made by governments and businesses.</p> <p><b>S3C1-PO1:</b> Analyze the significance of the principles and ideals associated with the following documents:                      a. <b>Bill of Rights (as related to specific time periods)</b>                      b. <b>Emancipation Proclamation</b></p>		

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Students should know and be able to...			
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p><b>S1C6-PO5:</b>  <b>Describe</b> (analyze) <b>the impact of various events and movements that influenced Reconstruction:</b></p> <ul style="list-style-type: none"> <li>a. <b>Lincoln’s assassination</b></li> <li>b. <b>Ku Klux Klan and the development of Jim Crow laws</b></li> <li>c. <b>Freedman’s Bureau</b></li> <li>d. <b>Civil War Constitutional Amendments</b></li> <li>e. <b>Industrialization</b></li> <li>f. Reconstruction Plans (Lincoln’s, Johnson’s, and Radical Republicans)</li> <li>g. Impeachment of Andrew Johnson</li> <li>h. Hayes-Tilden compromise of 1877</li> </ul>	<p><b>S1C6-PO6:</b>  <b>Describe</b> (interpret) <b>the basic provisions of the Thirteenth, Fourteenth, and Fifteenth Amendments.</b></p> <p><b>S3C4-PO5:</b>  <b>Describe</b> (summarize) <b>the impact of Constitutional Amendments and laws (i.e., Thirteenth, Fourteenth, Fifteenth, Jim Crow Laws, and Black Codes) that came about during the historical time periods studied.</b></p> <p><b>S3C3-PO1:</b>  <b>Analyze the significance of the following judicial decisions:</b></p> <ul style="list-style-type: none"> <li>a. <b>Dred Scott</b></li> <li>b. <b>Plessy v. Ferguson</b></li> </ul> <p><b>S3C2-PO1:</b>  <b>Describe</b> (explain) <b>how the powers of checks and balances are used in the following:</b></p> <ul style="list-style-type: none"> <li>a. <b>impeachment</b> (e.g. Andrew Johnson)</li> <li>b. <b>veto</b></li> <li>c. <b>judicial review</b></li> </ul> <p><b>S4C4-PO3:</b>  <b>Describe</b> (analyze) <b>the effects of human migration (e.g., imperialism, quota system, changing of political boundaries, multiculturalism) in the U.S. and regions of the world.</b></p> <p><b>S4C4-PO1:</b>  <b>Discuss the implications of the demographic structure of places and regions.</b></p>	<ul style="list-style-type: none"> <li>• Reconstruction</li> <li>• Ku Klux Klan</li> <li>• Jim Crow Laws</li> <li>• Freedman’s Bureau</li> <li>• Industrialization</li> <li>• impeachment</li> <li>• Andrew Johnson</li> <li>• Hayes-Tilden Compromise</li> <li>• Thirteenth Amendment</li> <li>• Fourteenth Amendment</li> <li>• Fifteenth Amendment</li> <li>• Black Codes</li> <li>• Plessy v. Ferguson</li> <li>• Radical Republicans</li> </ul>	

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Industrial Era			
Students should know and be able to...			
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p><b>S2C6-PO2:</b>  <b>Determine (explain) the effect of the Industrial Revolution on the Western World:</b>                      a. growth of cities                      b. rise of middle class                      c. spread of industrialism                      d. foundation for future technological advances                      e. labor issues</p>	<p><b>S2C6-PO1:</b>  <b>Describe (summarize) how innovations and inventions during the Industrial Revolution impacted industry, manufacturing, and transportation</b></p> <p><b>S4C4-PO2:</b>  <b>Describe (analyze) the push and pull factors (e.g., need for raw materials, enslavement, employment opportunities, impact of war, religious freedom, political freedom) that cause human migrations.</b></p> <p><b>S4C4-PO7:</b>  <b>Describe (analyze) the factors (e.g., nearness to transportation routes, markets, raw materials, and labor force) that influence the location, distribution and interrelationships of economic activities in different places and world regions.</b></p>	<ul style="list-style-type: none"> <li>• Industrial Era</li> <li>• urbanization</li> <li>• middle class</li> <li>• labor</li> <li>• inventions</li> <li>• natural resources</li> <li>• global markets</li> </ul>	

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Industrial Era			
Students should know and be able to...			
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p><b>S1C7-PO5:</b>  <b>Analyze the impact of industrialization on the United States:</b>                      a. rural to urban migration                      b. factory conditions, child labor laws                      c. unions                      d. influence of big businesses</p>	<p><b>S5C2-PO4:</b>  <b>Describe (identify) the role of entrepreneurs (e.g., Carnegie, Ford, Rockefeller, J. P. Morgan, Vanderbilt) in the free enterprise system.</b></p> <p><b>S1C7-PO8</b>  <b>Identify the following groups' contributions to the changing social and political structure of the United States:</b>                      c. industrialists (e.g., Susan B. Anthony, Elizabeth Cady Stanton)                      d. inventors (e.g., Thomas Edison, Henry Ford)                      f. financiers (e.g., J.P. Morgan, Jay Gould)</p> <p><b>S5C2-PO5:</b>  <b>Describe (explain) the function of private business in producing goods and services.</b></p> <p><b>S5C2-PO6:</b>  <b>Describe (explain) how the interaction between buyers and sellers determines market prices.</b></p> <p><b>S5C2-PO3:</b>  <b>Describe how investment in physical capital (e.g., factories, machinery, new technology) leads to economic growth.</b></p> <p><b>S1C7-PO3:</b>  <b>Discuss how the Industrial Revolution in the United States was supported by multiple factors (e.g. geographic security, abundant natural resources, innovations in technology, available labor, global markets).</b></p>	<ul style="list-style-type: none"> <li>• rural</li> <li>• union</li> <li>• investment</li> <li>• capital (physical and human)</li> <li>• child labor</li> <li>• big business</li> <li>• corporation</li> <li>• entrepreneur</li> <li>• Andrew Carnegie</li> <li>• Henry Ford</li> <li>• John D. Rockefeller</li> <li>• J. P. Morgan</li> <li>• Cornelius Vanderbilt</li> <li>• Thomas Edison</li> <li>• Jay Gould</li> <li>• free enterprise</li> <li>• monopoly</li> <li>• trust</li> <li>• industrialization</li> <li>• strikes</li> <li>• Homestead Strike</li> </ul>	

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Industrial Era			
Students should know and be able to...			
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
	<p><b>S5C2-PO1:</b> Identify the functions and relationships among various institutions (e.g., business firms, banks, government agencies, labor unions, corporations) that make up an economic system.</p>		
<p><b>S1C7-PO5:</b> (cont.)</p>	<p><b>S5C2-PO2:</b> Describe (explain) how (private) investment in human capital such as health (e.g. immunizations), education (e.g., college), and training of people (e.g., on the job experience), leads to economic growth.</p> <p><b>S1C7-PO7:</b> Describe (summarize) how innovations of the Industrial Revolution (e.g., manufacturing, textiles, transportation, improvements) contributed to U.S. growth and expansion. Local connection – Ajo and Bisbee</p>		
<p><b>S1C7-PO4:</b> Discuss the relationship between immigration and industrialization.</p>	<p><b>S1C7-PO1:</b> Examine the reasons why people emigrated from their homelands to settle in the United States during the late 19th century.</p> <p><b>S4C4-PO6:</b> Describe (compare) the distributions and patterns of cultural characteristics (e.g., religions, language, standard of living) over time.</p> <p><b>S1C7-PO2:</b> Describe (explain) how the United States was positively and negatively affected by factors and events resulting from the arrival of a large number of immigrants:</p>	<ul style="list-style-type: none"> <li>• immigration</li> <li>• emigrate</li> <li>• standard of living</li> </ul>	

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Progressive Era			
Students should know and be able to...			
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p><b>S3C3-PO2:</b>  <b>Identify the government’s role in progressive reforms (e.g., women’s suffrage, labor unions, temperance movement, civil rights).</b></p>	<p><b>S1C7-PO6:</b>  <b>Describe (summarize) the following Progressive Reforms that resulted from the Industrial Revolution:</b>                      a. labor unions                      b. Women’s Suffrage                      c. trust busting                      d. conservation of natural resources                      e. Temperance Movement</p> <p><b>S1C7-PO8:</b>  <b>Identify the following groups’ contributions to the changing social and political structure of the United States:</b>                      a. labor leaders (e.g., Samuel Gompers, Mother Jones)                      b. social reformers (e.g., Susan B. Anthony, Elizabeth Cady Stanton)                      e. Populists (e.g., William Jennings Bryan)</p> <p><b>S3C4-PO5:</b>  <b>Describe (analyze) the impact of Constitutional Amendments (i.e., Eighteenth, Nineteenth, Twenty-first) that came about during the historical time periods studied.</b></p> <p><b>S3C3-PO1:</b>  <b>Analyze the significance of the following judicial decision</b>                      a. Scopes Trial</p>	<ul style="list-style-type: none"> <li>• suffrage</li> <li>• Temperance Movement</li> <li>• Progressive Era</li> <li>• Samuel Gompers</li> <li>• Mother Jones</li> <li>• Susan B. Anthony</li> <li>• Elizabeth Cady Stanton</li> <li>• Populist</li> <li>• William Jennings Bryan</li> <li>• trust busting</li> <li>• conservation</li> <li>• Eighteenth Amendment</li> <li>• Nineteenth Amendment</li> <li>• Twenty First Amendment</li> <li>• Scopes Trial</li> <li>• Jane Addams</li> </ul>	

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Imperialism			
Students should know and be able to...			
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p><b>S2C7-PO1:</b>  <b>Describe (analyze) the effects of the following factors on the rise of imperialism:</b>                      a. increased need for raw materials                      b. increased need for consumers                      c. nationalism – countries increased power</p>	<p><b>S4C1-PO4:</b>  <b>Locate physical and cultural features (e.g., continents, cities, countries, significant waterways, mountain ranges, climate zones, major water bodies, landforms) throughout the world.</b></p> <p><b>S4C2-PO3:</b>  <b>Compare the historical and contemporary interactions among people in different places and regions. (e.g. alliance building).</b></p> <p><b>S2C6-PO2:</b>  <b>Determine (explain) the effect of the Industrial Revolution on the western world</b>                      a. rise of Imperialism</p> <p><b>S2C7-PO2:</b>  <b>Describe (explain) how areas in the world (e.g., Africa, India, China) were impacted by the imperialism of European countries.</b></p> <p><b>S2C7-PO3:</b>  <b>Describe (explain) how industrialization in Japan led to its rise as a world power.</b></p> <p><b>S4C4-PO7:</b>  <b>Describe (analyze) the factors (e.g., nearness to transportation routes, markets, raw materials, labor force) that influence the location, distribution and interrelationships of economic activities in different places and world regions</b></p>	<ul style="list-style-type: none"> <li>• imperialism</li> <li>• nationalism</li> <li>• world power</li> </ul>	

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Imperialism			
Students should know and be able to...			
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p><b>S2C7-PO1:</b> (cont.)</p>	<p><b>S4C4-PO3:</b> Describe (explain) the effects of human migration (e.g., imperialism, quota system, changing of political boundaries, multiculturalism) in the U.S. and regions of the world.</p>		
<p><b>S1C7-PO9:</b> Describe (summarize) the following factors that fostered the growth of American imperialism during the late 19th and early 20th Centuries:                      a. desire for military strength                      b. interest in new markets                      c. need for inexpensive source of raw materials</p>	<p><b>S1C7-PO10:</b> Analyze the United States’ expanding role in the world during the late 19th and early 20th Centuries:                      a. Spanish American War                      b. Panama Canal                      c. Alaska and Hawaii                      d. Open Door Policy                      e. China – Boxer Rebellion</p> <p><b>S2C7-PO4:</b> Describe (summarize) the impact of American interests in the following areas during the late 19<sup>th</sup> century and the early 20th century:                      a. Philippines, Cuba, Puerto Rico and the Spanish American War                      b. China and the Boxer Rebellion                      c. Colombia and the building of the Panama Canal                      d. Hawaiian annexation</p>	<ul style="list-style-type: none"> <li>• consumer</li> <li>• markets</li> <li>• Spanish American War</li> <li>• Panama Canal</li> <li>• Open Door Policy</li> <li>• Boxer Rebellion</li> <li>• annexation</li> <li>• commonwealth</li> <li>• William Seward</li> <li>• yellow journalism</li> </ul>	

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World War I			
Students should know and be able to...			
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p><b>S2C8-PO1:</b>  <b>Explain how the following world movements led to World War I:</b>                      a. <b>militarism</b>                      b. <b>imperialism</b>                      c. <b>nationalism</b>                      d. <b>formation of alliances</b> (e.g., assassination of Archduke Ferdinand)</p>	<p><b>S4C1-PO4:</b>  <b>Locate physical and cultural features (e.g., continents, cities, countries, significant waterways, mountain ranges, climate zones, major water bodies, landforms) throughout the world.</b></p> <p><b>S3C5-PO2:</b>  <b>Compare (describe) different types of government:</b>                      a. <b>monarchies</b>                      b. constitutional monarchy                      c. democracy</p>	<ul style="list-style-type: none"> <li>• militarism</li> <li>• alliances</li> <li>• monarchy</li> <li>• democracy</li> <li>• Archduke Franz Ferdinand</li> <li>• constitutional monarchy</li> </ul>	

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World War I			
Students should know and be able to...			
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p><b>S1C7-PO12:</b>  <b>Describe the following events that led to United States involvement in World War I:</b> (Explain how the following events led to the United States involvement in World War I)  <b>a. shift away from isolationism</b>  <b>b. sinking of the Lusitania</b>  <b>c. Zimmermann Telegram</b>  <b>d. Russian Revolution</b></p>	<p><b>S3C2-PO1:</b>  <b>Describe (explain) how the powers of checks and balances are used in the following:</b>  <b>a. declaring war</b>  <b>b. treaties</b></p> <p><b>S1C7-PO13:</b>  <b>Describe (explain) important events associated with World War I:</b>  <b>a. anti-German feelings in the United States</b></p> <p><b>S4C4-PO7:</b>  <b>Describe (analyze) the factors (e.g., nearness to transportation routes, markets, raw materials, labor force) that influence the location, distribution and interrelationships of economic activities in different places and world regions.</b></p> <p><b>S5C3-PO4:</b>  <b>Describe how scarcity influences the choices (e.g., war time rationing, women in the work force, reallocation of resources) made by governments and businesses.</b></p>	<ul style="list-style-type: none"> <li>• isolationism</li> <li>• Lusitania</li> <li>• Zimmerman telegram</li> <li>• Russian Revolution</li> <li>• checks and balances</li> <li>• declaration of war</li> <li>• treaties</li> </ul>	

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World War I			
Students should know and be able to...			
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p><b>S1C7-PO13:</b>  <b>Describe</b> (explain) important events associated with World War I:                      a. <b>passing of the Selective Service Act</b>                      b. <b>migration of African-Americans to the north</b> (Great Migration)                      c. <b>Wilson’s Fourteen Points</b>                      d. <b>controversy over the Treaty of Versailles</b></p>	<p><b>S2C8-PO2:</b>  <b>Summarize the outcomes of World War I:</b>                      a. <b>Treaty of Versailles (e.g., restrictions on Germany, end of the Ottoman Empire, redrawing of European boundaries)</b>                      b. <b>economic issues (e.g., national debt, spread of socialism)</b></p> <p><b>S3C5-PO1:</b>  <b>Discuss how negotiations with foreign governments have led to the development of foreign policy initiatives (e.g., Treaty of Versailles, Fourteen Points, League of Nations)</b></p> <p><b>S4C4-PO3:</b>  <b>Describe</b> (explain) the effects of human migration (e.g., imperialism, quota system, changing of political boundaries, multiculturalism) in the U.S. and regions of the world.</p> <p><b>S4C2-PO2:</b>  <b>Explain the concept of regions and why they change.</b></p> <p><b>S2C9-PO4:</b>  <b>Compare the economic, political, and social aspects of a country identified in Concept 8 above during the first half of the 20th century to its contemporary economic, political, and social aspects.</b> (Tie to current events.)</p>	<ul style="list-style-type: none"> <li>• Selective Service Act</li> <li>• Great Migration</li> <li>• empire</li> <li>• Fourteen Points</li> <li>• Woodrow Wilson</li> <li>• League of Nations</li> <li>• Treaty of Versailles</li> <li>• national debt</li> <li>• socialism</li> <li>• reparations</li> </ul>	

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1920's & 1930's

Students should know and be able to...			
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p><b>S5C1-PO4:</b>  <b>Describe the characteristics of a market economy:</b>                      a. freedom of enterprise                      b. competition                      c. consumer choice                      d. limited role of government</p>	<p><b>S5C5-PO3:</b>  <b>Describe how income for most people is determined by the value of the goods and services they sell.</b></p> <p><b>S5C4-PO1:</b>  <b>Explain how voluntary exchange benefits buyers and sellers.</b></p> <p><b>S5C1-PO1:</b>  <b>Explain how limited resources and unlimited human wants cause people to choose some things and give up others. (opportunity cost)</b></p>	<ul style="list-style-type: none"> <li>• market economy</li> <li>• competition</li> <li>• consumer choice</li> <li>• opportunity cost</li> <li>• laissez-faire economies</li> </ul>	
<p><b>S1C8-PO1:</b>  <b>Identify economic policies and factors (e.g., unequal distribution of income, weaknesses in the farm sector, buying on margin, stock market crash) that led to the Great Depression.</b></p>	<p><b>S5C5-PO4:</b>  <b>Describe types of personal investments (e.g., saving accounts, stocks, bonds).</b></p> <p><b>S5C1-PO2:</b>  <b>Analyze how scarcity, opportunity costs, and tradeoffs influence decision making.</b></p> <p><b>S5C5-PO2:</b>  <b>Describe how scarcity influences personal financial choices (e.g., buying on margin, budgeting, saving, investing, credit).</b></p> <p><b>S5C5-PO1:</b>  <b>Describe how scarcity influenced the historical times studied.</b></p>	<ul style="list-style-type: none"> <li>• stock</li> <li>• stock market</li> <li>• bonds</li> <li>• buying on margin</li> <li>• stock market crash</li> <li>• personal finance</li> </ul>	<p>Service Learning:</p> <ul style="list-style-type: none"> <li>• Write a pamphlet or teach newly employed people, including teens, about managing personal finances and balancing a checkbook.</li> </ul>

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1920's & 1930's			
Students should know and be able to...			
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p><b>S1C8-PO1:</b> <b>(cont.)</b></p>	<p><b>S5C1-PO3:</b> <b>Identify how governments and businesses make choices based on the availability of resources.</b></p> <p><b>S5C3-PO1:</b> <b>Describe the effects of inflation (e.g., higher prices, rising interest rates, less business activity) on society.</b></p> <p><b>S5C3-PO2:</b> <b>Analyze the effects (e.g., inflation, unemployment) of the Great Depression.</b></p>	<ul style="list-style-type: none"> <li>• inflation</li> <li>• unemployment</li> <li>• depression</li> <li>• Great Depression</li> </ul>	
<p><b>S1C8-PO2:</b> <b>Determine (analyze) the impact of natural and manmade crises (e.g., unemployment, food lines, the Dust Bowl and the western migration of Midwest farmers) of the Great Depression.</b></p>	<p><b>S4C4-PO2:</b> <b>Describe (analyze) the push and pull factors (e.g., employment opportunities, religious freedom, political freedom) that cause human migrations.</b></p> <p><b>S4C2-PO4:</b> <b>Describe how a place changes over time. (Connect with content studied.)</b></p> <p><b>S4C6-PO1:</b> <b>Describe (explain) ways geographic features and conditions influenced history. Connect to time periods studied as well as current events. (e.g., Dust Bowl).</b></p> <p><b>S4C5-PO2:</b> <b>Describe (summarize) the consequences of natural hazards (e.g., Dust Bowl, hurricanes, droughts, earthquakes).</b></p>	<ul style="list-style-type: none"> <li>• Dust Bowl</li> </ul>	

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MPS Governing Board Approval, January 23, 2007

1920's & 1930's

Students should know and be able to...			
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p><b>S1C8-PO3:</b>  <b>Describe</b> (explain) how the following New Deal programs affected the American people:                      a. works programs (e.g., WPA, CCC, TVA)                      b. farm subsidies                      c. Social Security</p>	<p><b>S5C2-PO7:</b>  <b>Explain</b> how the (unequal) distribution of income affects public policy and standards of living.</p> <p><b>S5C2-PO8:</b>  <b>Describe</b> the government's investment in human capital:                      a. health                      b. education                      c. training of people</p> <p><b>S5C2-PO10:</b>  <b>Describe</b> the government's role in economic recovery for the individual (e.g., farm subsidy, securities, Social Security, exchange regulations).</p> <p><b>S5C2-PO9:</b>  <b>Describe</b> the government's investment in physical capital (e.g., transportation).</p> <p><b>S5C3-PO3:</b>  <b>Analyze</b> the government's role (e.g., FDIC, Securities and Exchange Commission) in national economic recovery.</p> <p><b>S3C4-PO1:</b>  <b>Describe</b> (summarize) the benefits of community service.</p> <p><b>S4C2-PO3:</b>  <b>Compare</b> the historical and contemporary interactions among people in different places and regions.</p>	<ul style="list-style-type: none"> <li>• subsidies</li> <li>• New Deal</li> <li>• WPA</li> <li>• CCC</li> <li>• TVA</li> <li>• Social Security</li> <li>• FDIC</li> <li>• Securities and Exchange Commission</li> </ul>	

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MPS Governing Board Approval, January 23, 2007

Pre World War II			
Students should know and be able to...			
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
Connect the results of World War I to causes of World War II.	<b>S3C5-PO1:</b> Discuss how negotiations with foreign governments have led to the development of foreign policy initiatives (e.g., Treaty of Versailles, Fourteen Points, League of Nations)		
<b>S1C8-PO5:</b> Describe (explain) the impact of World War II on economic recovery from the Great Depression in the United States.	<b>S5C1-PO3:</b> Identify how governments and businesses make choices based on the availability of resources.  <b>S5C3-PO4:</b> Describe how scarcity influences the choices (e.g., war time rationing, women in the work force, reallocation of resources) made by governments and businesses.  <b>S5C1-PO2:</b> Analyze how scarcity, opportunity costs, and tradeoffs influence decision making.	<ul style="list-style-type: none"> <li>• rationing</li> <li>• war time economy</li> <li>• women in work force</li> </ul>	

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Pre World War II			
Students should know and be able to...			
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p><b>S2C8-PO3:</b>  <b>Describe</b> (summarize) <b>the rise of totalitarianism in Europe following World War I:</b></p> <ul style="list-style-type: none"> <li>a. Italy under Mussolini</li> <li>b. Germany under Hitler</li> <li>c. Soviet Union under Stalin</li> </ul>	<p><b>S3C5-PO2:</b>  <b>Compare different types of governments:</b></p> <ul style="list-style-type: none"> <li>a. dictatorship</li> <li>b. totalitarian</li> </ul> <p><b>S4C4-PO1:</b>  <b>Discuss the implications of the demographic structure of places and regions.</b></p> <p><b>S4C4-PO2:</b>  <b>Describe (analyze) the push and pull factors (e.g., need for raw materials, impact of war, religious freedom, political freedom) that cause human migrations.</b></p> <p><b>S4C4-PO6:</b>  <b>Describe (compare) the distributions and patterns of cultural characteristics (e.g., religions, language, standard of living) over time.</b></p>	<ul style="list-style-type: none"> <li>• dictatorship</li> <li>• totalitarian</li> <li>• Benito Mussolini</li> <li>• Adolph Hitler</li> <li>• Joseph Stalin</li> <li>• Pearl Harbor</li> </ul>	
<p><b>S1C8-PO4:</b>  <b>Describe (explain) how Pearl Harbor led to United States involvement in World War II.</b></p>	<p><b>S3C2-PO1:</b>  <b>Describe (explain) how the powers of checks and balances are used in the following:</b></p> <ul style="list-style-type: none"> <li>a. declaring war</li> <li>b. treaties</li> </ul>		

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