

**WASHINGTON WEST
SUPERVISORY UNION**

SOCIAL STUDIES CURRICULUM

**Crossett Brook Middle School
Fayston Elementary School
Harwood Union Middle and High School
Moretown Elementary School
Thatcher Brook Primary School
Waitsfield Elementary School
Warren Elementary School**



October 16, 2001

August 29, 2001

Dear Reader,

During the opening phases of writing this document, the committee referred to a variety of materials to begin formulating the work found within these pages. We examined the national standards, state standards, and curricula from other states and districts within Vermont.

After exploring these materials, the committee began preparing the skeleton of the document. This phase of the process was long and arduous. It took years of collaboration and compromise. The Scope and Sequence that follows represents a draft that has been reviewed by the committee, the administration, WWSU educators, and experts in the field outside our supervisory union.

This document was written for the purpose of informing the practitioner who will use it to guide his or her teaching in the classroom. However, the committee encourages any educator to share his or her pieces with other interested parties. The committee recognizes there might be a need to interpret the meaning of the content for the layperson.

The Social Studies Curriculum will include overlying materials such as the WWSU Pre-K – 12 scope and sequence, goals and desired outcomes. Following this overlying material, each grade level includes an introduction sheet with theme(s), geography implications, community service project guidelines, questions to consider, and key concepts covered in that grade. A partial list of resources is included and will be added to at a later date.

Since the beginning of the committee's discussions, geography was identified as a significant weakness throughout the supervisory union. Thus, the reader should be aware that it is the committee's expectation that each practitioner will place significant importance on this particular subject matter in his or her teaching of social studies. In this document, the teacher will find lists of skills, vocabulary, and at particular junctions entire curricula sections devoted to the teaching of geography. In other sections, geography is woven into the study of specific historical time periods. Each user should refer carefully to the introduction portion of his or her section.

Although a section devoted specifically to "current events" is not noted in each curriculum, it is the intent of the committee that every individual, Pre-K – 12, will include in his or her teaching relevant connections between the time being studied and the world today.

Building the classroom community relies on the vital results related to worth and competence, healthy choices, making decisions, relationships, the workplace, human diversity, change, and service. As all Vermont educators know, "the vital results cut across all fields of knowledge. In the classroom, vital results standards are combined with field of knowledge standards" (p. 1.0 Vermont's Framework of Standards and Learning Opportunities, 2000). The Social Studies Curriculum Committee expects that the Vital Results will be integrated into the teaching of all areas whether explicitly written or not.

In order that students become socially responsible, the committee has placed particular importance on vital results 4.1, Service and 4.2, Democratic Process. These vital results will be obtained through community service projects. Community service projects may be designed based on the needs, abilities, and/or interests of individuals, groups, or whole schools.

The WWSU Social Studies Committee wrote this document respectfully honoring the individual's talents in the classroom. The committee expects this document to guide the development of creative, age-appropriate standards-based units. The intent is to offer flexibility while maintaining the integrity of the Vermont State Standards.

Respectfully,

The WWSU Social Studies Committee
Georgeanne Baker, Chair, Waitsfield Elementary School
Jean Berthiaume, Harwood Union High School
Justina Boyden, Fayston Elementary School
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Joni Clemons, Moretown Elementary School
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WWSU SOCIAL STUDIES
SCOPE AND SEQUENCE

Pre-K/K*	Teams at Work in the Home, at School, and in the Community Celebrate Differences and Similarities through a Multi-Cultural Study
1**	Americans Making a Difference
2**	Celebrations: Holidays and Traditions; Communal & Family Monuments Local History
3**	Inventors Innovators Immigration and the Immigrant Experience in the United States
4	A Changing State: Vermont Regions of the U.S.
5**	World History: Ancient Civilizations (Beginnings through Middle Ages)
6**	U.S. History: Making a New Nation (Beginnings to 1860) (Explorers, Colonists, Revolution, Westward Movement)
7**	Social Issues in American History, 1860 to present to include: The Civil War and Reconstruction The Development of the Industrial United States (1870-1900) World War I The Great Depression World War II The Contemporary United States (1945-Present) Geography
8**	World History: Global Middle Ages to European Renaissance Asian & Eurasian Empires: China, Japan, Mongol Empire, Ottoman Empire, Mughal India African Empires: West, Central, South South American Empires: The Incas European Renaissance Protestant Reformation World Religions Mesopotamia (optional) Geography

* In schools where there are funded preschools, Pre-kindergarten and Kindergarten teachers will need to team or collaborate for smooth operation and flow between classrooms.

** Grades 1, 2 and 3; Grades 5 and 6; Grades 7 and 8 studies may be reversed at a school's discretion.

WWSU SOCIAL STUDIES
SCOPE AND SEQUENCE

- 9 Sustainable Communities
 Three Democracies

- 10 World History
 World History Honors

- 11 American History - Reconstruction to the Present
 American Studies 1607 to the 1960's

- 12 Electives:
 Economics
 Other Voices
 Humanities - Enlightenment to present (Honors)

**WASHINGTON WEST SUPERVISORY UNION
SOCIAL STUDIES
GOALS**

***GOALS (what a child knows and is assessed on):**

1. Students will understand the basic values and principles of American Democracy. They will know how people create and change structures of power and governance and will understand the relationships between the oppressed and the oppressors.
2. Students will have a basic understanding of history including cause and effect, chronology, concepts of time, continuity and change and global interconnectedness (local, state, nation, and world).
3. Students will comprehend and compare various cultures from current and historical perspectives.
4. Students will be geographically literate. (Refer to National Geography Standards).
5. Students will understand the interactions between the environment and human societies, and the political, economic, and social impact of those interactions.
6. Students will understand the concepts surrounding production, distribution, and consumption of goods and services.
7. Students will understand the history of media and its impact on social, political, and economic issues.

*These goals and outcomes encompass the State Social Studies Standards. While planning units, it may be easier to address Washington West goals and outcomes.

**WASHINGTON WEST SUPERVISORY UNION
SOCIAL STUDIES
DESIRED OUTCOMES**

***DESIRED OUTCOMES (what a child can do):**

1. Students will have a social consciousness and will serve the community on an ongoing basis.
2. Students will have interpersonal skills, which will enable them to relate in society in a compassionate, responsible, and intelligent way. This will include an understanding of individual development and identity and interactions between individuals and groups.
3. Students will develop an ability to think, including a process for problem solving, recognition of multiple perspectives, and analysis.
4. Students will conduct historical research and use reading, writing, listening, and speaking skills to understand and communicate historical ideas.
5. Students will make interdisciplinary connections (e.g. literature, art, music, philosophy, technology, science, inventions, religions and environment, current events).

*These goals and outcomes encompass the State Social Studies Standards. While planning units, it may be easier to address Washington West goals and outcomes.

**WWSU SOCIAL STUDIES
PRE-KINDERGARTEN/KINDERGARTEN
INTRODUCTION**

Theme: Teams at Work in the Home, at School, and in the Community

People work in teams at home, at school, and in the community. Teamwork creates a sense of belonging and makes it easier to get work done. The study of working in teams is an excellent way to investigate interpersonal relationships, which are dynamic and purposeful.

Theme: Celebrating Differences and Similarities through a Multi-Cultural Study

It is important to raise awareness of ways people around the world are different and similar with the very young. This study will help students compare and appreciate differences and similarities among children in other cultures.

Theme: Geography*

People must be geographically informed. This information must include studies investigating the world in spatial terms, places and regions, physical systems, human systems, environment and society, and the uses of geography. (National Geography Standards for Life: 1994, pg. 34-35). Teachers should refer to Appendix I for geographical terms, which should be used during instruction PK to 4.

Community Service Project

Each year students will be involved in a project that betters their community, small or large. The guidelines are meant to "guide", not "impose", the type of community project in which an individual, small group, class, or whole school might choose to participate. A community service project carried out in the social studies will be an outcome of the social studies/history curriculum, and will be anchored in the fields of knowledge standards and related curricular content.

VT Standards addressed: 6.7a; 6.11a; 6.14a
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*There will be a PreK-4th grade geography assessment administered at the beginning of 5th grade.

**WWSU SOCIAL STUDIES
PRE-KINDERGARTEN/KINDERGARTEN**

Theme: Teams at Work in the Home, at School, and in the Community

Sub Theme: Teams at Work in the Home

Questions to Consider:

1. What jobs need to be done around the house?
2. How do children help around the house and yard?
3. How do the jobs of today differ from the jobs children might have done 100 years ago? Why do they differ?

Key Concepts:

1. There are many jobs around the house, which are shared in different ways in different families. (Who takes out garbage, does dishes, feeds pets, vacuums, etc.)
2. Children may have chores which they are expected to do each day and/or week. Some families might pay an allowance for the work that is done, and some families may expect the children to perform the jobs because they are members of the family.
3. There have been many changes over the past 100 years in what children might be expected to do. These reflect differences in family life today compared with many years ago. (Fewer farms, more parents working away from home, invention of new items such as dishwashers, vacuums ...)

**WWSU SOCIAL STUDIES
PRE-KINDERGARTEN/KINDERGARTEN**

Theme: Teams at Work in the Home, at School, and in the Community

Sub Theme: Teams at Work in the School

Questions to Consider:

1. How do people show friendship and respect to others?
2. What does it mean to be a "good friend?"
3. How can you tell how another person might be feeling?
4. What behaviors make a game go well? Which ones make a game go badly?
5. How can you help at school?
6. How can people work together to solve problems?

Key Concepts:

1. People show friendship and respect to others by what they say, what they do, and how they behave towards others.
2. Friends help each other, especially in times of need. They try to be fair, share, and follow the rules of the classroom and school.
3. People show how they are feeling through their words, facial expressions, and actions.
4. Fairness, listening to others, following rules, and not being rough make a game go better. Being a good sport if one loses is also important.
5. There are many chances to be helpful in school in the classroom, on the playground, and at lunch. Helping makes both the individual and other people happy.
6. People can often solve problems together that one person could not solve alone through cooperative problem solving and open conversation.

**WWSU SOCIAL STUDIES
PRE-KINDERGARTEN/KINDERGARTEN**

Theme: Teams at Work in the Home, at School, and in the Community

Sub-Theme: Teams at Work in the Community

Questions to Consider:

1. What kind of workers does a community need to make sure that people are safe and can do jobs? How do people use teamwork to carry out jobs?
2. What kinds of workers might work at night?
3. What are the responsibilities, rewards, and difficulties in a variety of the jobs that people do in a town?
4. What kinds of clothing might a firefighter, a police officer, or a doctor wear? Why are uniforms worn?
5. What can an individual do to help the community?

Key Concepts:

1. Many people are available to help in emergencies. (Police, road crews, ambulance, firefighters, etc.) In small towns, these people are often volunteers. Sometimes teams work side by side, as in putting out a fire, but people behind the scenes are also an important part of teams (telephone contacts, computer contacts, etc.)
2. People work at night to respond to emergencies, to get jobs done that cannot be accomplished during the day, to maximize every hour of a 24 hour period, or to maintain care of those in need. Some of these jobs are nurses, doctors, firefighters, police officers, ambulance service, road crew, food services employees, cleaning crews, and newspaper employees.
3. Most jobs have things about them that make people feel good about doing them. People may feel good about jobs when they are helping others, learning new things, or earning money to support themselves and their family. Most jobs also have things about them that are difficult; perhaps the jobs are dangerous, time-consuming, or involve changes in responsibilities etc.
4. People may wear special clothes for some jobs to protect themselves or those with whom they are working.
5. Students of all ages can volunteer in their community.

**WWSU SOCIAL STUDIES
PRE-KINDERGARTEN/KINDERGARTEN**

Theme: Celebrating Differences and Similarities through a Multi-Cultural Study

Questions to Consider:

1. In what ways are children's lives in other parts of the world different from the lives of the children in Vermont?
 - a. Food
 - b. Homes
 - c. Clothing
 - d. Pets
 - e. Celebrations
 - f. Learning how to live and play in their society (school, family)

Key Concepts:

- 1a. All children must have things to eat and drink in order to survive. Children in other parts of the world may eat very different things from what Vermont children eat. This could depend on what can be grown, raised, or hunted in their town and how much transportation is available to bring foods from far away. It could also depend on what is available for cooking.
- 1b. All children need some kind of shelter to keep them warm, dry, and safe; a few live outdoors with less shelter or have no permanent shelter at all. Children may live in homes that are quite different from Vermont homes or may have no regular homes at all. The style of a home often depends on what is available to use as a building material.
- 1c. Children in other places may wear clothing that is very different from that which is worn in Vermont. This is particularly true if the climate is different.
- 1d. Many children like to have pets as special friends. Taking care of a pet is a big job and helps children learn to be responsible. Pets may be quite different from place to place, or there may not be enough food to keep pets at all.
- 1e. Children in other parts of the world may celebrate some events that we do not, or may celebrate the same events, but in different ways.
- 1f. All children need to learn how to survive in their society. Usually, they go to school to prepare themselves for later life. Some children learn in homes. All children learn from the adults around them. All children play games, but the game may be different from place to place.

**WWSU SOCIAL STUDIES
GRADE PRE-KINDERGARTEN – 4**

Theme: Geography*

Questions to Consider:

1. Where is it? (location)
2. What are the relationships within places between people and the environment? (place)
3. How do people affect the environment and how does the environment affect people? (human – environment interaction)
4. What is movement and how does it affect people and the environment? (movement)
5. What is a region and how do regions form and change? (regions)

Key Concepts:

1. Location of places can be described in relative terms.
 - 1a. Location of places can be described using reference systems.
 - 1b. Reasons can be identified for the location of places.
2. Places have physical characteristics.
 - 2a. Places have human characteristics.
 - 2b. Places may be described or represented in different ways.
3. Relationships within places include how people depend upon the environment.
 - 3a. Relationships within places include how people adapt to and change the environment.
 - 3b. Relationships within places include the impact of technology on the environment.
4. Movement demonstrates interdependence.
 - 4a. Movement involves linkage between places.
 - 4b. Patterns of movement involve people, ideas, and products.

**WWSU SOCIAL STUDIES
GRADE PRE-KINDERGARTEN – 4**

Theme: Geography* (continued)

- 5. Regions are a way to organize information.
- 5a. A region has common characteristics.
- 5b. Regions change.

Skills:

By the end of Pre-K/Kindergarten, the students will:

- compare a place in a story with where they live (similarities and differences)
- differentiate between land and water on a map
- know that words on a map are labels for real places
- use directional words: left, right, up, down, etc.
- understand that a globe and map are models representing places in the world
- know the location of home
- know ways that people solve common problems by cooperating
- practice first grade geography skills

*K-4 reviews past skills and introduces skills in the next grade level as listed in each section.

**WWSU SOCIAL STUDIES
PRE-KINDERGARTEN TO 12**

COMMUNITY SERVICE PROJECT GUIDELINES

Vermont Framework of Standards and Learning Opportunities

Vital Results – Service

- 4.1 Students take an active role in their community. This is evident when students:
- a. Plan, implement and reflect on activities that respond to community needs; and
 - b. Use academic skills and knowledge in real life community situations.

Democratic Processes

- 4.2 Students participate in democratic processes. This is evident when students:
- a. Work cooperatively and respectfully with people of various groups to set community goals and solve common problems.

In an effort to address these standards and promote social awareness and responsibility, the Committee expects all students Pre-K through 12 to participate in community service projects yearly. Community service projects may be pursued in a variety of subject areas as is relevant to the particular curriculum. A community service project carried out in the social studies will be an outcome of the social studies/history curriculum, and will be anchored in the fields of knowledge standards and related curricular content.

Projects can be designed and implemented in a variety of ways. In the earlier grades, it may be more appropriate for the teacher to direct the project, ensuring that students have the opportunity for reflection as well as for participation. As a student matures and develops more independence and awareness of the world around him/her, it can be expected that he/she would design a project which speaks to his/her unique interests and the need of the “community.”

Examples of community service projects could include, but are not limited to:

- Entire school participation in Green-Up Day;
- Student volunteer at the Humane Society;
- Student volunteer at Special Olympics;
- Student tutoring within the school or Washington West S.U.;
- Visiting the elderly;
- Fundraising for the American Cancer Society;
- Participating in a corporate run fundraiser to benefit research;
- In-school recycling; and
- Fundraising to assist local historical societies preserve the past.

**WWSU SOCIAL STUDIES
GRADE 1
INTRODUCTION**

Theme: Americans Making a Difference

"Young children are fascinated by heroes, amazing deeds, fantastic tales, and stories of extraordinary feats and locales. History offers a wide range of materials to delight and engage the young learner. Although the use of dates is inappropriate in the early grades, children can begin to develop a sense of time and place ("long, long ago, far away") as they are introduced to historical literature." (Building a History Curriculum: Guidelines for Teaching History in Schools, p. 16)

Representative historical figures will be included in this study as directed in the Vermont Framework of Standards and Learning Opportunities (e.g. George Washington, Abraham Lincoln, and Martin Luther King, Jr.).

Students should investigate how everyday people have the ability to make changes and impact their "community" in unique ways. Knowing historical figures is important, but realizing that all people can make history is paramount.

Theme: Geography*

People must be geographically informed. This information must include studies investigating the world in spatial terms, places and regions, physical systems, human systems, environment and society, and the uses of geography. (National Geography Standards for Life: 1994, pg. 34-35). Teachers should refer to Appendix I for geographical terms, which should be used during instruction PK to 4.

Community Service Project

Each year students will be involved in a project that betters their community, small or large. The guidelines are meant to "guide", not "impose", the type of community project in which an individual, small group, class, or whole school might choose to participate. A community service project carried out in the social studies will be an outcome of the social studies/history curriculum, and will be anchored in the fields of knowledge standards and related curricular content.

VT Standards addressed: 6.3a; 6.4a, b; 6.7a, e; 6.10a; 6.15b
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*There will be a PreK-4th grade geography assessment administered at the beginning of 5th grade.

**WWSU SOCIAL STUDIES
GRADE 1**

Theme: Americans Making a Difference

Questions to Consider:

1. Are all people who impact change powerful?
2. Are all people who impact change famous?
3. How can one person make a difference in the world?
4. What are some kinds of talents and interests that people contribute to society to help make our world more beautiful?
5. What talents and interests does a person have that could make a difference and allow a person to give the gift of self to another?
6. What are common characteristics of people who have made contributions to the United States of America?
7. What prompts people to make changes in society?
8. What is disunity and how does its presence in society evoke change?
9. What kind of impact have women made throughout history?
10. What made George Washington, Abraham Lincoln, and Martin Luther King, Jr. influential people?
11. How did Americans record the changes in society? Did these changes help make these Americans memorable?

Key Concepts:

1. People have the potential to be powerful. Some are able to realize it and put it to use better than others. People who create change have powerful thoughts.
2. Famous people can be movie stars, writers, politicians, civil rights activists, doctors, students, teachers, moms, grocers, etc., depending on how "famous" is defined or interpreted.
3. One person can make a difference through small and large initiatives. These initiatives can occur at home, at school, in the community, across the state, the country, and the world.

**WWSU SOCIAL STUDIES
GRADE 1**

Theme: Americans Making a Difference (continued)

4. Talents may consist of music, art, creating gifts for others, sharing time with the elderly, doing odd jobs for neighbors who are unable to do for themselves, beautifying the school grounds and/or local park. Interests may consist of feeding the hungry, funding research, and or educating others about current issues.
5. All people have talents and interest that when put to use for the sake of others will make a difference.
6. Many people who have made contributions to the United States of America have influential personalities. They are risk takers, creative thinkers, and problem solvers.
7. People who have made contributions to the United States of America have felt a sense of curiosity, pride, need for repayment to society, unrest, discord, and/or a longing for situations to be different. These same people feel their actions can make a positive change.
8. Disunity negates harmony and a oneness in small (friends, family etc.) and large (country) unions.
9. Women have impacted society equally to men. Women's contributions are multi-faceted. Women have impacted the arts, medicine, human rights, sports, etc.
10. George Washington, Abraham Lincoln, and Martin Luther King, Jr., all had a vision for a better society. It was this vision which guided their actions. They worked tirelessly to create improvements for the benefit of all.
11. Changes in society were recorded through journals, art, architecture, video, etc. The recording of history has ensured that these influential people will be remembered as notable icons of their times.

**WWSU SOCIAL STUDIES
GRADE PRE-KINDERGARTEN – 4**

Theme: Geography*

Questions to Consider:

1. Where is it? (location)
2. What are the relationships within places between people and the environment? (place)
3. How do people affect the environment and how does the environment affect people? (human – environment interaction)
4. What is movement and how does it affect people and the environment? (movement)
5. What is a region and how do regions form and change? (regions)

Key Concepts:

1. Location of places can be described in relative terms.
 - 1a. Location of places can be described using reference systems.
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4. Movement demonstrates interdependence.
 - 4a. Movement involves linkage between places.
 - 4b. Patterns of movement involve people, ideas, and products.

**WWSU SOCIAL STUDIES
GRADE PRE-KINDERGARTEN – 4**

Theme: Geography* (continued)

- 5. Regions are a way to organize information.
- 5a. A region has common characteristics.
- 5b. Regions change.

Skills:

By the end of Grade 1, students will:

- review Pre-K and K skills
- interpret a basic map of their classroom and school
- draw a basic map of the classroom
- understand map symbols and their relationship to the map legend
- use a map key or legend to read a map
- restate a reason for using a map
- orient a map
- identify a compass rose and name the four directions
- understand relative size of town, state, country, continent, world
- know the location of home, school, and town
- identify land forms on attached list
- know the modes of transportation used to move people, products, and ideas from place to place
- practice second grade geography skills

*There will be a PreK-4th grade geography assessment administered at the beginning of 5th grade.

**WWSU SOCIAL STUDIES
PRE-KINDERGARTEN TO 12**

COMMUNITY SERVICE PROJECT GUIDELINES

Vermont Framework of Standards and Learning Opportunities

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Democratic Processes

- 4.2 Students participate in democratic processes. This is evident when students:
- a. Work cooperatively and respectfully with people of various groups to set community goals and solve common problems.

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Projects can be designed and implemented in a variety of ways. In the earlier grades, it may be more appropriate for the teacher to direct the project, ensuring that students have the opportunity for reflection as well as for participation. As a student matures and develops more independence and awareness of the world around him/her, it can be expected that he/she would design a project which speaks to his/her unique interests and the need of the “community.”

Examples of community service projects could include, but are not limited to:

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- Visiting the elderly;
- Fundraising for the American Cancer Society;
- Participating in a corporate run fundraiser to benefit research;
- In-school recycling; and
- Fundraising to assist local historical societies preserve the past.

**WWSU SOCIAL STUDIES
GRADE 2
INTRODUCTION**

Theme: Communal & Family Holidays and Traditions

All cultures enjoy special celebrations, ceremonies, and traditions that help them bond together as an ethnic group. Many of these celebrations and traditions center on religious themes, births, deaths, and seasonal changes. Cultures use ceremonies and traditions to mark time, accomplishments, and changes. Celebrations unify individuals with families, a town, a nation, and the international community.

It is important to present several different cultures or ideas when teaching this study. This will allow comparisons to be made. Students should be encouraged to compare their traditions with those of other cultures.

Sub-Themes:

- I. Holidays**
- II. Traditions**

Theme: Monuments

Historical events and people are preserved and remembered for a variety of reasons through the building of monuments. All cultures build monuments to celebrate and remember the past. Monuments help to explain who we are as a culture and/or nation.

Theme: History of Your Town

The history of a town is rich in story, people, historical events, and culture. Students should have a broad understanding of the development of their town, the people involved, and why people have settled and continue to settle in their community. This study should use local "characters" who can provide first-hand accounts of the flavor of the town's history.

**WWSU SOCIAL STUDIES
GRADE 2
INTRODUCTION (CONTINUED)**

Theme: Geography*

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Community Service Project

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VT Standards addressed: 6.1b; 6.4d; 6.5a; 6.6a, b; 6.7a, b, e; 6.8a, c; 6.9a; 6.13b; 6.15a, c; 6.16b; 6.19a, b, c

*There will be a PreK-4th grade geography assessment administered at the beginning of 5th grade.

**WWSU SOCIAL STUDIES
GRADE 2**

Theme: Communal & Family Holidays and Traditions

I. Sub-Theme: Holidays

Questions to Consider:

1. Why do cultures have holidays?
2. Why are certain holidays popular in specific regions?
3. What are the characteristics of holidays?
4. What purpose do holidays serve?

Key Concepts:

1. Cultures have holidays to honor people, events and/or religious beliefs.
2. Holidays reflect the beliefs of a religious and/or political community.
3. Music, food, ceremonies, activities, decorations, and traditions support the celebration of holidays.
4. Holidays provide a culture with common links. Holidays unify us as a family, as a community, as a state, as a nation, as a religious organization, as a race, and as global neighbors.

**WWSU SOCIAL STUDIES
GRADE 2**

Theme: Communal & Family Holidays and Traditions

II. Sub-Theme: Traditions

Questions to Consider:

1. Why are traditions important to cultures?
2. What is the origin of any tradition?
3. What are the different aspects of traditions?
4. How are new traditions started?

Key Concepts:

1. Traditions keep cultural customs alive and provide the fibers that bind groups of people together.
2. Traditions may come from other countries, or may begin in families, schools, or communities.
3. Traditions often involve sharing of such things as food, music, or literature.
4. Traditions are usually passed from one generation to the next. However, any generation has the freedom to begin a new tradition based on what is happening at the time.

**WWSU SOCIAL STUDIES
GRADE 2**

Theme: Monuments

Questions to Consider:

1. Why are monuments constructed?
2. Who built the monuments and why?
3. What do monuments symbolize?
4. How does a monument impact the viewer?
5. How does the monument reflect the period in which it was built?
6. What relevance, if any, does a monument have in the lives of people today?

Key Concepts:

1. Monuments are built to pay tribute and to honor people, places and events that are important in the culture and country of a people.
2. Governing bodies, special interest groups, and individuals build most monuments.
3. Monuments symbolize the desire to have society remember important events, accomplishments, or sacrifices.
4. Monuments may spark interest, emotions, and a desire to know more about the person or event being honored.
5. A monument reflects the technology and materials of the era in which it was built, as well as the artistic mood of the period.
6. Monuments help society remember people, eras, and events and may spark conversation and debate.

**WWSU SOCIAL STUDIES
GRADE 2**

Theme: History of A Town

Questions to Consider:

1. Are there important people in a town, both past and present?
2. What are important events or changes that have happened in a town?
3. How does a town change?
4. What things have stayed the same in the town under study?
5. What comparisons can be made between the past and the present in a town?

Key Concepts:

1. People help to build a town and to make it what it is today.
2. When a town was founded, and the specific times it changed throughout history, are important events, bringing significant changes to a town.
3. Towns have changed for a variety of reasons over time (ex. natural disasters, expansion, etc.). Built landscapes, such as buildings and bridges, and natural features, families, and traditional ways of earning a living may withstand time.
4. Some people, buildings, and places stay the same in a town. The people who remain in a town generally have a commitment to maintain and restore the architectural integrity and places of the town. These components are what make a town special and/or unique.
5. The past impacts decisions which are made regarding environmental, architectural, and people issues in a town. Primary resources and oral traditions enable people to make rich comparisons.

**WWSU SOCIAL STUDIES
GRADE PRE-KINDERGARTEN – 4**

Theme: Geography*

Questions to Consider:

1. Where is it? (location)
2. What are the relationships within places between people and the environment? (place)
3. How do people affect the environment and how does the environment affect people? (human – environment interaction)
4. What is movement and how does it affect people and the environment? (movement)
5. What is a region and how do regions form and change? (regions)

Key Concepts:

1. Location of places can be described in relative terms.
 - 1a. Location of places can be described using reference systems.
 - 1b. Reasons can be identified for the location of places.
2. Places have physical characteristics.
 - 2a. Places have human characteristics.
 - 2b. Places may be described or represented in different ways.
3. Relationships within places include how people depend upon the environment.
 - 3a. Relationships within places include how people adapt to and change the environment.
 - 3b. Relationships within places include the impact of technology on the environment.
4. Movement demonstrates interdependence.
 - 4a. Movement involves linkage between places.
 - 4b. Patterns of movement involve people, ideas, and products.

**WWSU SOCIAL STUDIES
GRADE PRE-KINDERGARTEN – 4**

Theme: Geography* (continued)

- 5. Regions are a way to organize information.
- 5a. A region has common characteristics.
- 5b. Regions change.

Skills:

By the end of Grade 2, students will:

- Review past geography skills
- use a compass rose and intermediate directions (NW, SW, NE, SE)
- identify our state and national capital by locating the circle star
- know that the United States of America is on the continent of North America
- identify land forms on attached list
- understand the relative size of town, state, country, continent, and world
- draw a map of the classroom or bedroom
- know the location of home, school, town, state and country
- name the location of key places in the community (ex: Sugarbush Ski Area)
- know the physical and human characteristics of the local community (schools, parks, creeks, shopping area, etc.)
- know that places can be defined in terms of their predominant human and physical characteristics (rural, forest, climate, land forms, etc.)
- know ways in which people depend on the physical environment
- know how areas of a community have changed over time
- practice Grade 3 geography skills

* There will be a PreK-4 grade geography assessment administered at the beginning of 5th grade.

**WWSU SOCIAL STUDIES
GRADE 2 TO GRADE 4**

Geographical Terms for Land Forms

(Number in parentheses indicates the grade the term should be discussed)

<p>Antarctic Circle (4) Arctic Circle (4) bank (3) bay (4) bayou (4) beach (2) bog (3) branch (3) bridge (3) canal (3) canyon (4) cave (2) city (2) cliff (2) climate/weather (4) coast (4) continent (2) country (2) current (3) dam (3) delta (4) desert (4) dock (3) downstream (3) dune (3) earth (2) ecosystem (4) elevation (4) equator (3) field (2) foothill (4) ford (4)</p>	<p>forest (2) glacier (4) grassland (4) grove (4) harbor (3) highway (2) hill (2) interstate (3) island (3) junction (4) lake (3) ledge (3) levee (4) locks (4) marsh (3) meadow (2) mine (3) mountain (2) mountain range (4) natural resources (4) oasis (4) ocean (2) pasture (2) peak (4) peninsula (4) piedmont (4) pier (3) plain (4) plateau (4) point (4) pond (3)</p>	<p>prairie (4) rapids (3) reservoir (3) ridge (4) river mouth (3) river source (3) river valley (3) road (2) sandbar (3) sea (2) seaport (4) shore (4) shoreline (4) slope (4) soil (2) stream (3) summit (4) swamp (3) tableland (4) tide (4) timber (4) town (2) tributary (4) tunnel (2) upstream (3) valley (2) vegetation (4) village (2) waterfall (3) whirlpool (3) woods (2)</p>
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**WWSU SOCIAL STUDIES
PRE-KINDERGARTEN TO 12**

COMMUNITY SERVICE PROJECT GUIDELINES

Vermont Framework of Standards and Learning Opportunities

Vital Results – Service

- 4.1 Students take an active role in their community. This is evident when students:
- a. Plan, implement and reflect on activities that respond to community needs; and
 - b. Use academic skills and knowledge in real life community situations.

Democratic Processes

- 4.2 Students participate in democratic processes. This is evident when students:
- a. Work cooperatively and respectfully with people of various groups to set community goals and solve common problems.

In an effort to address these standards and promote social awareness and responsibility, the Committee expects all students Pre-K through 12 to participate in community service projects yearly. Community service projects may be pursued in a variety of subject areas as is relevant to the particular curriculum. A community service project carried out in the social studies will be an outcome of the social studies/history curriculum, and will be anchored in the fields of knowledge standards and related curricular content.

Projects can be designed and implemented in a variety of ways. In the earlier grades, it may be more appropriate for the teacher to direct the project, ensuring that students have the opportunity for reflection as well as for participation. As a student matures and develops more independence and awareness of the world around him/her, it can be expected that he/she would design a project which speaks to his/her unique interests and the need of the “community.”

Examples of community service projects could include, but are not limited to:

- Entire school participation in Green-Up Day;
- Student volunteer at the Humane Society;
- Student volunteer at Special Olympics;
- Student tutoring within the school or Washington West S.U.;
- Visiting the elderly;
- Fundraising for the American Cancer Society;
- Participating in a corporate run fundraiser to benefit research;
- In-school recycling; and
- Fundraising to assist local historical societies preserve the past.

**WWSU SOCIAL STUDIES
GRADE 3
INTRODUCTION**

Theme: Immigration

Studying immigration allows the student to begin to understand the development of the people and cultures that make up the United States of America. Through this study, students will learn where people came from, why they moved, and the laws that governed their movements.

It is important to note in schools where curriculum is rotated at the primary level some sub-themes may not be appropriate for the age of the students. It is up to the teacher to adjust the material as he/she sees fit.

Sub-Topics:

I. Definition of Terms

Theme: Inventors

Through the study of inventors, students will learn about the inventive process and how important inventors are to our society and world. The student will look at the role that history played in the inventor's life as well as how the inventor affected history. Studying inventors will let children explore their own creative process and maybe even spur them on to becoming a person who changes the world.

Theme: Geography*

People must be geographically informed. This information must include studies investigating the world in spatial terms, places and regions, physical systems, human systems, environment and society, and the uses of geography. (National Geography Standards for Life: 1994, pg. 34-35). Teachers should refer to Appendix I for geographical terms, which should be used during instruction PK to 4.

*There will be a PreK-4th grade geography assessment administered at the beginning of 5th grade.

**WWSU SOCIAL STUDIES
GRADE 3
INTRODUCTION (continued)**

Community Service Project

Each year students will be involved in a project that betters their community, small or large. The guidelines are meant to “guide”, not “impose”, the type of community project in which an individual, small group, class, or whole school might choose to participate. A community service project carried out in the social studies will be an outcome of the social studies/history curriculum, and will be anchored in the fields of knowledge standards and related curricular content.

VT Standards addressed: 6.3b; 6.4c, d; 6.5a; 6.7b, c; 6.8a, b, c; 6.13a, b; 6.18a

**WWSU SOCIAL STUDIES
GRADE 3**

Theme: Immigration

I. Sub Topic: Definition of Terms

Questions to Consider:

1. What is immigration and emigration?
2. Why do people immigrate?
3. How do people immigrate?
4. How has immigration affected the United States?
5. Which groups of people immigrated to the United States before 1930?
6. Which groups of people immigrated to the United States after 1930?
7. What is Ellis Island and what is its role in the history of immigration in the United States?
8. What has been the cycle of immigration laws?
9. Who can be admitted to the United States as an immigrant?
10. How can an immigrant become a citizen?
11. In what ways did certain immigrants make significant contributions to the United States?

Key Concepts:

1. Immigration is the act of entry into a foreign country or region to live. Emigration is the act of leaving one's own country to settle in another country. Every emigrant from one country is also an immigrant to another country.
2. People immigrate for a variety of reasons. They may want to escape poor economic conditions, poverty, natural disasters, religious persecution, political oppression, and some may want to pursue professional careers.
3. Immigrants have traveled by foot, sailing ships, steamships, railroads, jets, and other modern modes of transportation.

**WWSU SOCIAL STUDIES
GRADE 3**

Theme: Immigration (continued)

4. The United States is a nation of immigrants. It is often called the “melting pot” because so many different people make up the composition of the country. The United States has a rich, diverse culture because of the many immigrants who came looking for a better life in a new world. Our country would be very different today if this immigration had not occurred. We are a nation built by immigrants.
5. Before 1930, most immigrants were from Europe. Early settlers were from Spain, France and England. During colonial times, most immigrants were from England, and the English immigrants helped establish the foundation of American culture. Dutch, French, German, Scottish, and Irish people also came in great numbers. After 1860, many people came from Sweden, Norway, Greece, Hungary, Italy, Poland, Portugal, and Russia. Many Africans were forced to immigrate to the United States as slaves. Chinese also came to help in the gold mines and build railroads, and settled on the west coast.
6. After 1930, Europeans continued to immigrate to the United States. However, many people from South America, Central America, Asia, the Middle East, and Africa are now coming to build a new life in the United States.
7. Ellis Island was a processing station in New York Bay. It opened in 1892 and processed about 17 million immigrants until 1954. Immigrants were screened by doctors and questioned to make sure they were not mentally challenged and would be able to earn a living. Today, Ellis Island is a museum operated by the National Park Service.
8. Prior to the 1900s, there were no immigration laws. During the early 1900s, there were demands to limit immigration, and laws were enacted. Immigration laws eased after World War II. Quotas were established in 1952.
9. A person must obtain a visa (permit) before he/she may be admitted to the United States. The number of issued visas is limited.
10. A person must apply for naturalization. If the request for naturalization is approved, the person takes an oath pledging loyalty to the United States. A naturalized citizen has the same rights and duties as a citizen by birth except he/she cannot become President or Vice President of the United States.

**WWSU SOCIAL STUDIES
GRADE 3**

Theme: Immigration (continued)

11. There are many famous immigrants who made significant contributions to society. This rich mixture of people coming from many countries helped define our culture of today. Some of these people include:
- Scientists and Inventors: Alexander Graham Bell, Enrico Feermi, Albert Einstein
 - Labor Leaders: Mary H. Jones and Samuel Gompers
 - Writers and Journalists: Isaac Bashevis Singer, Joseph Pulitzer, Ole E. Rolvaag
 - Composers and Musicians: Irving Berlin, Leopold Stokowski, Igor Stravinsky
 - Artists and Architects: Willem De Kooning, Claes Oldenburg, Ben Shahn
 - Politicians: Madeleine Albright
 - Business Leaders: Andrew Carnegie and David Sarnoff

**WWSU SOCIAL STUDIES
GRADE 3**

Theme: Inventors

Questions to Consider:

1. Why does a person invent?
2. How does a person invent?
3. How does an inventor change his or her society and/or world?
4. How is an inventor important to our lives today?
5. Why is the invention an inventor produces a sign of his or her times?
6. What would life be like without certain inventions?
7. What are some of the inventions that changed history?

Key Concepts:

1. People invent to earn money, satisfy their curiosity or urge to create, or to satisfy the needs of the people. There are three specific types of needs that prompt successful inventors: economic, military, and social.
2. Inventors recognize a need for an invention. Then they combine their knowledge and skills with the materials available to create an invention. This is called the inventive process.
3. The inventions created have allowed people to control their environment, and enabled them to live better, easier, happier lives.
4. People are continuing to invent and develop products and machines that fill modern day people's needs. Modern inventors build on the knowledge of past inventors to create new inventions.
5. An inventor creates because of the needs of his or her society, but the inventor is also bound by the knowledge and materials of his or her era in history.
6. Without inventors and their inventions, modern society would be very different. Everyday life has changed socially, culturally, economically, technically and medically, because of inventions.

**WWSU SOCIAL STUDIES
GRADE 3**

Theme: Inventors (CONTINUED)

Key Concepts:

7. Each era in history has an invention that altered its society, starting with flint tools in prehistoric times progressing to virtual reality computers in the present. A timeline of inventions would show the progression of tools and products throughout the years with an explosion of inventions as knowledge and materials available expanded.

**WWSU SOCIAL STUDIES
GRADE PRE-KINDERGARTEN – 4**

Theme: Geography*

Questions to Consider:

1. Where is it? (location)
2. What are the relationships within places between people and the environment? (place)
3. How do people affect the environment and how does the environment affect people? (human – environment interaction)
4. What is movement and how does it affect people and the environment? (movement)
5. What is a region and how do regions form and change? (regions)

Key Concepts:

1. Location of places can be described in relative terms.
 - 1a. Location of places can be described using reference systems.
 - 1b. Reasons can be identified for the location of places.
2. Places have physical characteristics.
 - 2a. Places have human characteristics.
 - 2b. Places may be described or represented in different ways.
3. Relationships within places include how people depend upon the environment.
 - 3a. Relationships within places include how people adapt to and change the environment.
 - 3b. Relationships within places include the impact of technology on the environment.
4. Movement demonstrates interdependence.
 - 4a. Movement involves linkage between places.
 - 4b. Patterns of movement involve people, ideas, and products.

**WWSU SOCIAL STUDIES
GRADE PRE-KINDERGARTEN – 4**

Theme: Geography* (continued)

- 5. Regions are a way to organize information.
- 5a. A region has common characteristics.
- 5b. Regions change.

Skills:

By the end of Grade 3, students will be able to:

- review past geography skills
- use grid with numbers and letters on a state map to locate cities and towns
- know the equator is an imaginary circle around the middle of the earth between the North and South Poles and creates two hemispheres
- identify land forms on attached list
- name and locate the seven continents of the world
- name and locate Atlantic, Pacific, Indian, and Arctic Oceans
- name and locate North and South Poles
- trace routes on a map
- draw a map from school to home
- know location of home, school, town, state, country, and continent
- interpret a map using a key or legend and compass rose
- use a simple grid to locate places
- understand the characteristics of populations at a variety of scales
- know the relationship between population growth and resource use
- understand ways in which people view and relate to places and regions differently
- understand why people choose to settle in different places
- know the basic components of culture (language, social organization, beliefs and customs, forms of shelter, economic activities, etc.)
- practice Grade 4 geography skills

* There will be a PreK-4 grade geography assessment administered at the beginning of 5th grade.

**WWSU SOCIAL STUDIES
GRADE 2 TO GRADE 4**

Geographical Terms for Land Forms

(Number in parentheses indicates the grade the term should be discussed)

<p>Antarctic Circle (4) Arctic Circle (4) bank (3) bay (4) bayou (4) beach (2) bog (3) branch (3) bridge (3) canal (3) canyon (4) cave (2) city (2) cliff (2) climate/weather (4) coast (4) continent (2) country (2) current (3) dam (3) delta (4) desert (4) dock (3) downstream (3) dune (3) earth (2) ecosystem (4) elevation (4) equator (3) field (2) foothill (4) ford (4)</p>	<p>forest (2) glacier (4) grassland (4) grove (4) harbor (3) highway (2) hill (2) interstate (3) island (3) junction (4) lake (3) ledge (3) levee (4) locks (4) marsh (3) meadow (2) mine (3) mountain (2) mountain range (4) natural resources (4) oasis (4) ocean (2) pasture (2) peak (4) peninsula (4) piedmont (4) pier (3) plain (4) plateau (4) point (4) pond (3)</p>	<p>prairie (4) rapids (3) reservoir (3) ridge (4) river mouth (3) river source (3) river valley (3) road (2) sandbar (3) sea (2) seaport (4) shore (4) shoreline (4) slope (4) soil (2) stream (3) summit (4) swamp (3) tableland (4) tide (4) timber (4) town (2) tributary (4) tunnel (2) upstream (3) valley (2) vegetation (4) village (2) waterfall (3) whirlpool (3) woods (2)</p>
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**WWSU SOCIAL STUDIES
PRE-KINDERGARTEN TO 12**

COMMUNITY SERVICE PROJECT GUIDELINES

Vermont Framework of Standards and Learning Opportunities

Vital Results – Service

- 4.1 Students take an active role in their community. This is evident when students:
- a. Plan, implement and reflect on activities that respond to community needs; and
 - b. Use academic skills and knowledge in real life community situations.

Democratic Processes

- 4.2 Students participate in democratic processes. This is evident when students:
- a. Work cooperatively and respectfully with people of various groups to set community goals and solve common problems.

In an effort to address these standards and promote social awareness and responsibility, the Committee expects all students Pre-K through 12 to participate in community service projects yearly. Community service projects may be pursued in a variety of subject areas as is relevant to the particular curriculum. A community service project carried out in the social studies will be an outcome of the social studies/history curriculum, and will be anchored in the fields of knowledge standards and related curricular content.

Projects can be designed and implemented in a variety of ways. In the earlier grades, it may be more appropriate for the teacher to direct the project, ensuring that students have the opportunity for reflection as well as for participation. As a student matures and develops more independence and awareness of the world around him/her, it can be expected that he/she would design a project which speaks to his/her unique interests and the need of the "community."

Examples of community service projects could include, but are not limited to:

- Entire school participation in Green-Up Day;
- Student volunteer at the Humane Society;
- Student volunteer at Special Olympics;
- Student tutoring within the school or Washington West S.U.;
- Visiting the elderly;
- Fundraising for the American Cancer Society;
- Participating in a corporate run fundraiser to benefit research;
- In-school recycling; and
- Fundraising to assist local historical societies preserve the past.

**WWSU SOCIAL STUDIES
GRADE 4
INTRODUCTION**

Theme: Vermont History

Studying the history of Vermont will allow the students to understand the historical roots of their state beginning with the native cultures up to modern Vermont. This theme will incorporate an historical timeline, which will provide students with a better understanding of changes over time throughout the development of the state of Vermont.

Theme: Regions of the United States

The United States is a vast country with many differences and similarities among its regions. Many students are exposed to the "national culture" through television, pop music, and movies. However, each region has its own unique history, geography, and culture that is very different from the images flashing across screens. Through an intensive look at the various regions of our country, the students will gain a greater understanding of what makes the United States so unique. Through this study, students will better understand how the geographical features shaped our country and its history. They will also gain an understanding of how humans impacted the ecosystems of each region.

For this unit of study, five regions in the United States have been defined. They are the Northeast, the Southeast, the Midwest, the Southwest, and the West.

Theme: Geography*

People must be geographically informed. This information must include studies investigating the world in spatial terms, places and regions, physical systems, human systems, environment and society, and the uses of geography. (National Geography Standards for Life: 1994, pg. 34-35). Teachers should refer to Appendix I for geographical terms, which should be used during instruction PK to 4.

Community Service Project

Each year students will be involved in a project that better their community, small or large. The guidelines are meant to "guide", not "impose", the type of community project in which an individual, small group, class, or whole school might choose to participate. A community service project carried out in the social studies will be an outcome of the social studies/history curriculum, and will be anchored in the fields of knowledge standards and related curricular content.

VT Standards addressed: 6.1a; 6.2a; 6.4c, aa, dd; 6.7c,d,e; 6.8b; 6.9a; 6.10a; 6.12a; 6.14b,d; 6.15b; 6.16a; 6.17a
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*There will be a PreK-4 grade geography assessment administered at the beginning of 5th grade.

**WWSU SOCIAL STUDIES
GRADE 4**

Theme: Vermont History

Questions to Consider:

1. What are the major eras in Vermont history?
2. Who were the first "Vermonters"?
3. In what ways were the Iroquois and Abenaki similar and different?
4. What was Samuel de Champlain's role in Vermont history?
5. What conflicts occurred in Vermont's early history?
6. Who were the Green Mountain Boys?
7. What is the significance of Fort Ticonderoga and the Battle of Bennington?
8. What were the reasons that caused Vermont settlers to declare their territory an independent republic thereby leading to statehood?
9. What was the nature of the Agricultural Expansion Era in Vermont?
10. What were some important agricultural products during this era?
11. How did the Civil War impact Vermont?
12. What are some of the factors that affected early economic growth in Vermont?
13. What were some Vermont inventions that impacted its economy?
14. What is the nature of industrial growth in Vermont?
15. What is the role of tourism?
16. What are some places of interest to visit in Vermont?
17. What types of jobs can be found in Vermont?
18. In what ways does life in Vermont today compare to life in its earlier times?
19. How do various cultural and ethnic influences impact Vermont today?
20. Who are some famous Vermonters and what contributions did they make to society?

**WWSU SOCIAL STUDIES
GRADE 4**

Theme: Vermont History (continued)

Key Concepts:

1. Vermont history can be broken down into the following eras:
 - Native Cultures to 1608 – Iroquois and Abenaki
 - Colonization (1609-1774) – Formation of Settlements
 - The Revolution/New State (1775-1791) – Vermont Constitution
 - Agricultural Expansion (1791-1840)
 - Economic Transitions (1840-1890)
 - Growth of Industry and Tourism (1890-1927)
 - Emergence of Modern Vermont (1927-Present)
2. The first “Vermonters” were Abenaki and Iroquois who lived near major waterways like the Connecticut River and Lake Champlain.
3. The Iroquois and Abenaki were both from woodland cultures. They had a hierarchical society extending from their nuclear family to their tribe. They both had a belief in the supernatural, and had an oral tradition to express their traditions, beliefs, and values. The Iroquois were warriors, and fought with the Abenaki over territory.
4. Samuel de Champlain was credited as the first European to come to Vermont. He claimed the Vermont region for France.
5. Early conflicts were among the Iroquois and Abenaki. These two native peoples aligned themselves with Europeans, the Iroquois with the French and the Abenaki with the English. These alliances played a role in the French and Indian War. The French and the British both claimed the Vermont territory. Through the victory of the British, the Vermont region came under English influence. Conflicts also arose between New York and New Hampshire over the Vermont land. Grants were issued by both states.
6. The Green Mountain Boys were a group of Vermont settlers who held New Hampshire land grants. They formed to protect their land grants from those holding New York titles. Ethan Allen and Seth Warner were founders and leaders of the Green Mountain Boys.
7. The capture of Fort Ticonderoga provided colonists in Boston with additional time to prepare for what came to be the Revolutionary War. The Battle of Bennington marked the end of British operation in the northern colonies.

**WWSU SOCIAL STUDIES
GRADE 4**

Theme: Vermont History (continued)

8. In order to protect their land rights, Vermont settlers declared themselves an independent republic. Statehood became possible as disputes were settled and relations improved with New York and New Hampshire.
9. Initially, people could only sustain themselves on a year-to-year basis. As more land was cleared and animals acquired, homesteads developed and agriculture sustained people for longer periods. Settlements arose and gave rise to villages. More and more land was cleared for agricultural purposes Vermont land could not readily sustain the agricultural demands that farmers and their early practices placed upon it. The land was stripped of most of its forests for farming until the soil was depleted. The loss of forest helped cause erosion and more loss of the fertile soils. As the soils became depleted, farmers found that they could not sustain their way of life, and had to change their crops and animals. Sheep were introduced to Vermont because it was thought that they could survive on barren soils. Sheep further impacted the land by eating the plant growth that caused further erosion and loss of soil fertility. Farmers changed the Vermont landscape from one of forest to an area that was about 90% deforested.
10. The first agricultural products were wheat, Indian corn, vegetables, game, and fish. Then, animals were acquired, and flax may have been planted. Apples, berries, nuts, maple sap, beer, cider and wine were additional products. Finally, flour, tree products, potatoes, livestock, and hay became important products.
11. Vermont's Constitution prohibited slavery. Over half of the male population of Vermont served in the Civil War. Vermonters supported the Abolitionists through their work on the Underground Railroad. After the Civil War, many Vermonters did not return to the state as residents.
12. As agriculture produced more cash crops, many sales outside of the state helped develop the economy. Farmers looked for new cash crops to grow. When railroads came, they allowed greater movement to cities, which opened up more markets to Vermont farmers. Railroads also helped industry to develop. On the negative side, railroads allowed more Vermonters to emigrate, and diminished the importance of its major waterways.
13. The scale and the globe were among Vermont inventions that impacted the economy.
14. As the population and the demand for consumer goods increased, larger factories were needed. For example, individuals produced their own woolen products at first, but woolen mills later developed to make production more efficient. This trend carried over to various products. Railroads also contributed to industrial growth. Some of the industries during this time were textiles, paper, machinery, wood products, and granite.

**WWSU SOCIAL STUDIES
GRADE 4**

Theme: Vermont History (continued)

15. Tourists have been drawn to Vermont for many decades because of its beauty, its traditions, and the opportunity to participate in various recreational activities throughout the year. The development of highways and automobiles allowed more people to visit the state. Tourism significantly did and does support Vermont's economy.
16. A few places of interest to visit in Vermont are:
- Bennington Battle Monument
 - Ethan Allen Homestead
 - Hubbardton Battlefield
 - State House
 - Rock of Ages Granite Quarries
 - Proctor Marble Quarries
 - Calvin Coolidge Birthplace
 - Shelburne Museum
 - St. Anne's Shrine
 - Smugglers' Notch
 - Maritime Museum
 - Maple Grove Museum
 - Joseph Smith Birthplace
 - Quechee Gorge
 - Shelburne Farms
 - Cabot Creamery
 - Ben and Jerry's
 - Richmond Round Church
 - Waitsfield Round Barn
 - Chester A. Arthur Birthplace
 - Burlington Waterfront
 - Hildene Estate
 - Mt. Independence
 - Fairbanks Museum
 - Old Stone House Museum
17. Today, there are many different types of jobs found in Vermont. There are still some farms. However, more and more people are moving away from agricultural work. There are many service industry jobs found in restaurants, ski areas, and hotels. Vermont relies on its tourist industry, which means many service jobs. There are production jobs found at places like Ben and Jerry's, Green Mountain Coffee Roasters, and Cabot Creameries. There are manufacturing jobs at places like IBM, Standard Register, and Husky. There are jobs to be found in financial institutions, legal associations, and medical establishments. There are also many home or cottage industries that capitalize on the Vermont name and natural way of life. Today's Vermonter has many choices available for careers or jobs.

**WWSU SOCIAL STUDIES
GRADE 4**

Theme: Vermont History (continued)

18. Although Vermont retains its rural nature, there has been significant urban growth in recent years. With increased urban growth, there has been an impact on farming that has resulted in fewer family farms. Attempts have been made to preserve Vermont's forests in light of this growth. Although there have been significant changes over the years, Vermont and Vermonters continue to have a reputation for being independent and are associated with certain traditions.
19. There are various cultural and ethnic events held throughout the year in Vermont. Some of these events include celebrations revolving around the traditional Abenaki ways of life, French Canadians, Welsh, Latino, African American, and Greek communities. Vermont is also becoming home to people from Asia and the Balkans. The influence of these new immigrants is evident through foods that are offered in supermarkets and restaurants. Vermont is becoming a more diverse population.
20. There are many famous Vermonters who made various contributions to society. Some of these people include (refer to other sources for additional information):
- Activists: George Perkins Marsh, Clarina Nichols, Sarah Cleghorn, Homer St. Francis
 - Artists: Larkin Mead, Thomas Waterman Wood, Mary Azarian, Woody Jackson
 - Educators: John Dewey, Emma Hart Willard
 - Inventors: John Deere, Thaddeus Fairbanks, Samuel Morey, Elisha Graves Otis
 - Musicians: Maria vonTrapp, Blanche Honneggar-Moyse, Rudy Vallee
 - Political Leaders: Chester A. Arthur, Calvin Coolidge, Madeleine Kunin, Alexander Twilight, James Jeffords
 - Religious Leaders: Joseph Smith, Brigham Young
 - Athletes: John LeClair, Andrea Mead Lawrence
 - Writers: Katherine Paterson, Dorothy Canfield Fisher, E. Annie Proulx
 - Scientists: William Alwyn "Snowflake" Bentley

**WWSU SOCIAL STUDIES
GRADE 4**

Theme: Regions of the United States

Questions to Consider:

1. What is a region?
2. What are the five major regions of the United States?
3. How are the regions of the United States defined?
4. What are some of the important geographical and cultural features of a region?
5. What effect have humans had on the region?
6. How has a region changed over time?
7. What ecosystems are within a region? What plant and animal life is associated with a region?
8. How do different regions compare culturally?
9. What natural resources can be found in a region?

Key Concepts:

1. A region is an area having one or more features in common that sets it apart from other areas. Features like rainfall, temperature, plant and animal life, or type of land are a few things that may be used to define a region.
2. The five regions of the United States are the Northeast, the Southeast, the Midwest, the Southwest, and the West.
3. Their geography, history, and ways of life define regions of the U.S.
4. Each region has specific geographic features that helped form its identity. In the Northeast there are mountain ranges, the Atlantic Ocean, and vast tracks of woodlands. In the Southeast there are major wetlands or swamps, mountains, fertile valleys, and many waterways. In the Midwest there are the Great Lakes and vast plains of grassland that are very fertile. There are also major rivers like the Mississippi, Missouri, and Ohio. The Southwest also has vast expanses of plains. Its major source of wealth has been the deposits of petroleum and natural gas. The West is known for its rugged mountains dense forests, and dramatic coastline along the Pacific Ocean.

**WWSU SOCIAL STUDIES
GRADE 4**

Theme: Regions of the United States (continued)

Key Concepts:

Each region has major cities and cultural icons that help identify it. Here are a few examples of major cities: New York City, Chicago, Miami, San Francisco, and Houston. Some of the cultural icons are: Golden Gate Bridge in San Francisco, The Liberty Bell in Philadelphia, Disney World in Florida, Casinos in Las Vegas, and the Arch in St. Louis.

5. Humans affect the physical environment of a region, i.e. agriculture, population growth, etc.
6. Regions are constantly changing because of natural and human effects. Hurricanes, earthquakes, tornadoes, and erosion are a few examples of natural causes. People influenced the land through cultivation, deforestation, and civilization growth. Each region has a human and natural history to be studied.
7. Various ecosystems are found within the U.S. including the predominant plant and animal life (i.e. wetlands in Florida, deserts in the West, temperate forests in the East, etc.).
8. Different regions can be compared in respect to beliefs, foods, customs, shelter, social organizations, and other attributes.
9. Regions were developed in response to the natural resources available. Natural resources are defined as products and features of the earth that permit it to support life and satisfy people's needs. These include land, water, animals, plants, minerals, climate, air, and sunshine. Each region can be identified by a major resource. Here are a few examples from each region:
 - ◆ **Northeast** – fish, lumber, snow
 - ◆ **Southeast** – sunshine, coal, fish
 - ◆ **Midwest** – fertile soil, major waterways, iron ore
 - ◆ **Southwest** – petroleum, natural gas, other minerals
 - ◆ **West** – fish, lumber, fertile soils

**WWSU SOCIAL STUDIES
GRADE PRE-KINDERGARTEN – 4**

Theme: Geography*

Questions to Consider:

1. Where is it? (location)
2. What are the relationships within places between people and the environment? (place)
3. How do people affect the environment and how does the environment affect people? (human – environment interaction)
4. What is movement and how does it affect people and the environment? (movement)
5. What is a region and how do regions form and change? (regions)

Key Concepts:

1. Location of places can be described in relative terms.
 - 1a. Location of places can be described using reference systems.
 - 1b. Reasons can be identified for the location of places.
2. Places have physical characteristics.
 - 2a. Places have human characteristics.
 - 2b. Places may be described or represented in different ways.
3. Relationships within places include how people depend upon the environment.
 - 3a. Relationships within places include how people adapt to and change the environment.
 - 3b. Relationships within places include the impact of technology on the environment.
4. Movement demonstrates interdependence.
 - 4a. Movement involves linkage between places.
 - 4b. Patterns of movement involve people, ideas, and products.

**WWSU SOCIAL STUDIES
GRADE PRE-KINDERGARTEN – 4**

Theme: Geography* (continued)

- 5. Regions are a way to organize information.
- 5a. A region has common characteristics.
- 5b. Regions change.

Skills:

By the end of Grade 4, students will be able to:

- review past geography skills
- know the grid lines north and south of the equator are latitude lines
- know the similar line, called longitude, is measured east and west of the Prime Meridian
- know the Prime Meridian runs from the North Pole to the South Pole
- identify the hemispheres and tell in which hemisphere a continent is located
- locate the tropics and the polar regions
- use scale to calculate and estimate distance on a map
- locate places on a map using a grid system (A1, 40 W and 50 N)
- use a map to plan a trip
- create a map of a place
- fill in a map of a given state with a variety of information
- interpret a map using a legend, scale, and compass rose
- identify land forms on attached list
- practice Grade 5 geography skills

*There will be a PreK-4 grade geography assessment administered at the beginning of 5th grade.

**WWSU SOCIAL STUDIES
GRADE 2 TO GRADE 4**

Geographical Terms for Land Forms

(Number in parentheses indicates the grade the term should be discussed)

<p>Antarctic Circle (4) Arctic Circle (4) bank (3) bay (4) bayou (4) beach (2) bog (3) branch (3) bridge (3) canal (3) canyon (4) cave (2) city (2) cliff (2) climate/weather (4) coast (4) continent (2) country (2) current (3) dam (3) delta (4) desert (4) dock (3) downstream (3) dune (3) earth (2) ecosystem (4) elevation (4) equator (3) field (2) foothill (4) ford (4)</p>	<p>forest (2) glacier (4) grassland (4) grove (4) harbor (3) highway (2) hill (2) interstate (3) island (3) junction (4) lake (3) ledge (3) levee (4) locks (4) marsh (3) meadow (2) mine (3) mountain (2) mountain range (4) natural resources (4) oasis (4) ocean (2) pasture (2) peak (4) peninsula (4) piedmont (4) pier (3) plain (4) plateau (4) point (4) pond (3)</p>	<p>prairie (4) rapids (3) reservoir (3) ridge (4) river mouth (3) river source (3) river valley (3) road (2) sandbar (3) sea (2) seaport (4) shore (4) shoreline (4) slope (4) soil (2) stream (3) summit (4) swamp (3) tableland (4) tide (4) timber (4) town (2) tributary (4) tunnel (2) upstream (3) valley (2) vegetation (4) village (2) waterfall (3) whirlpool (3) woods (2)</p>
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**WWSU SOCIAL STUDIES
PRE-KINDERGARTEN TO 12**

COMMUNITY SERVICE PROJECT GUIDELINES

Vermont Framework of Standards and Learning Opportunities

Vital Results – Service

- 4.1 Students take an active role in their community. This is evident when students:
- a. Plan, implement and reflect on activities that respond to community needs; and
 - b. Use academic skills and knowledge in real life community situations.

Democratic Processes

- 4.2 Students participate in democratic processes. This is evident when students:
- a. Work cooperatively and respectfully with people of various groups to set community goals and solve common problems.

In an effort to address these standards and promote social awareness and responsibility, the Committee expects all students Pre-K through 12 to participate in community service projects yearly. Community service projects may be pursued in a variety of subject areas as is relevant to the particular curriculum. A community service project carried out in the social studies will be an outcome of the social studies/history curriculum, and will be anchored in the fields of knowledge standards and related curricular content.

Projects can be designed and implemented in a variety of ways. In the earlier grades, it may be more appropriate for the teacher to direct the project, ensuring that students have the opportunity for reflection as well as for participation. As a student matures and develops more independence and awareness of the world around him/her, it can be expected that he/she would design a project which speaks to his/her unique interests and the need of the “community.”

Examples of community service projects could include, but are not limited to:

- Entire school participation in Green-Up Day;
- Student volunteer at the Humane Society;
- Student volunteer at Special Olympics;
- Student tutoring within the school or Washington West S.U.;
- Visiting the elderly;
- Fundraising for the American Cancer Society;
- Participating in a corporate run fundraiser to benefit research;
- In-school recycling; and
- Fundraising to assist local historical societies preserve the past.

**WWSU SOCIAL STUDIES
GRADE 5**

INTRODUCTION

Theme: United States History

We study American history for the same reasons we study history in general, but it has special significance for us. Full of suspense, of good and evil and in-between, its story still unfolding, it provokes both anguish and delight, regret and pride. It tells us who we are as a people, and who we are becoming. It tells us where we as individuals stepped into the stream of history and helps us see what our choices may be, whether in public or private life.

We study American history, together with American biography and literature, to grasp how much courage and sacrifice it has always taken to win and keep peace, liberty, and justice - or to establish them when they have been denied. It is a story not to be abstracted into slogans or exhortations, but to be told entirely, wars and all. Students need to see that imperfection and conflict are necessarily inevitable in any society.

(Taken From National Council for History Education - Part Two: Building a US History Curriculum)

Overview of Sub-Topics:

- I. Three Worlds Meet (prehistory to 1585)**
- II. Colonization and Settlement (1585 - 1763)**
- III. Revolution and the New Nation (1754 - 1820s)**
- IV. Expansion and Reform (1801 - 1860)**
 - a. Launching a New Government**
 - b. Westward Expansion**
 - c. Economic Expansion and Reform**

Theme: Geography

People must be geographically informed. This information must include studies investigating the world in spatial terms, places and regions, physical systems, human systems, environment and society, and the uses of geography. (National Geography Standards for Life: 1994, pg. 34-35). Teachers should refer to Appendix II for geographical terms, which should be used during instruction 5 to 8.

**WWSU SOCIAL STUDIES
GRADE 5**

INTRODUCTION (continued)

Community Service Project

Each year students will be involved in a project that betters their community, small or large. The guidelines are meant to “guide”, not “impose”, the type of community project in which an individual, small group, class, or whole school might choose to participate. A community service project carried out in the social studies will be an outcome of the social studies/history curriculum, and will be anchored in the fields of knowledge standards and related curricular content.

VT Standards addressed: 6.1a; 6.2a; 6.4c, aa, dd; 6.7c,d,e; 6.8b; 6.9a; 6.10a; 6.12a; 6.14b,d; 6.15b; 6.16a; 6.17a

**WWSU SOCIAL STUDIES
GRADE 5**

Theme: United States History

I. Sub-Topic: Three Worlds Meet (Beginnings to 1585)

Questions to Consider:

1. How did early peoples arrive in the Americas?
2. In what ways did the societies of the Americas, Western Europe and West Africa increasingly interact after 1450?
3. Why did the Europeans become interested in exploration?
4. What effects did the influx of new people to the Americas have on the indigenous peoples?

Key Concepts

1. Archaeological and geological data can be used to help explain the origins and migration from Asia to the Americas providing a contrast with Native Americans' own beliefs concerning their origins in America.
2. Increasing diversity brought about commonalities, diversity, and change in the societies of the Americas from their beginnings to 1620.
3. Geographical, scientific, and technological factors contributed to the age of exploration. (New technology in shipbuilding, navigation, printing and weaponry contributed to the age of exploration.)
- 3a. European oceanic and overland explorations from 1492-1700 occurred amid international rivalries. (economics, land, and religion)
4. The contact with Columbus and other explorers was beneficial for Europeans and disastrous for Native populations.

VT Standards addressed: 6.4; 6.5; 6.7; 6.8
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**WWSU SOCIAL STUDIES
GRADE 5**

Theme: United States History

II. Sub-Topic: Colonization and Settlement (1585-1763)

Questions to Consider:

1. Where did Europeans settle and why did they choose those particular locations?
2. How did family life, gender roles, and rights of women, Black slaves, indentured servants, and Native peoples in colonial North America differ from region to region?
3. How did family and community life differ in various regions of colonial America?
4. How did political institutions, religious freedom, and the rise of individualism emerge in the North American colonies?

Key Concepts

1. English, French, Spanish, and Dutch each had specific motives for exploration and colonization.
- 1a. There was ongoing conflict between Native Americans and Spanish, English, French, and Dutch settlers.
2. America was divided into major economic regions, which were shaped by labor systems. Environmental and human factors accounted for differences in these economies.
- 2a. The forced relocation of Africans to the English colonies in North America and the Caribbean had a profound effect on the history of our country.
3. Family and community life differed in various regions (New England, Middle Colonies, and Southern) of colonial North America.
4. The rise of individualism impacted future events based on location and cultural background.

VT Standards addressed: 6.4; 6.5; 6.7; 6.8; 6.18
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**WWSU SOCIAL STUDIES
GRADE 5**

Theme: United States History

III. Sub-Topic: Revolution and the New Nation (1754-1820's)

Questions to Consider:

1. What were the causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory?
2. What was life like after the Revolution?
3. What institutions, documents (Constitutions and Bill of Rights), and practices of government were created during the revolution and how were they revised between 1787 and 1815 to create the foundation of the American political system?
4. Who were some of the key figures that impacted the political climate of this time?

Key Concepts

1. The consequences of the Seven-Year War and the overhaul of English imperial policy following the Treaty of Paris in 1763 influenced future events in America.
- 1a. The arguments advanced by defenders and opponents of the new imperial policy on the traditional rights of English people and the legitimacy of asking the colonies to pay a share of the costs of empire created conflict.
- 1b. There were critical events that led to the outbreak of armed conflict between the American colonies and England. (Sugar and Stamp Acts, Townshend Acts, Boston Massacre, Boston Tea Party, and Battle of Lexington and Concord)
- 1c. The principles articulated in the Declaration of Independence came from a variety of sources and had a profound effect on the people in the colonies.
- 1d. Men and women including white settlers, free and enslaved African Americans, and Native Americans had different roles and perspective on the war.
- 1e. Key leadership, military decisions, and relationships with France, Holland, and Spain during the Revolution helped the colonies be victorious over the British. (Bunker Hill, Trenton, Princeton, Saratoga, Valley Forge, and Yorktown)
2. The revolution altered social, political, and economic relations among different social groups.
3. Colonies differed in their opinions about the Articles of Confederation.

**WWSU SOCIAL STUDIES
GRADE 5**

Theme: United States History

III. Sub-Topic: Revolution and the New Nation (1754-1820's) continued

- 3a. The constitution specifies the powers and responsibilities of the branches of government.
- 3b. The Bill of Rights and subsequent amendments give specific guarantees.
- 3c. The two party system developed at this time.
- 4. Ben Franklin, George Washington, Thomas Jefferson, James Madison, Alexander Hamilton, and Sam and John Adams were some of the influential figures of this time.

**WWSU SOCIAL STUDIES
GRADE 5**

Theme: United States History

IV. Sub-Topic: Expansion and Reform (1801 - 1861)

A. Launching a New Government

B. Westward Expansion

C. Economic Expansion and Reform

Questions to Consider:

1. What were the extensions, restrictions, and reorganizations of political democracy after 1800?
2. How did the United States' territorial expansion between 1801 and 1861 affect relationships with external powers and Native Americans?
3. How did the industrial revolution, the rapid expansion of slavery, and the westward movement change the lives of Americans and lead to regional tensions?

Key Concepts:

A. Launching a New Government

1. The two-party system developed, although political factions were widely deplored.
- 1a. Thomas Jefferson and Alexander Hamilton represented different points of view about the government.
- 1b. The changing character of American political life was influenced by the "age of the common man" (Jacksonian Era).
2. The Louisiana Purchase and War of 1812 were influenced by international issues.
- 2a. Jefferson authorized and directed the expeditions of Lewis and Clark, and of Zebulon Pike, to promote knowledge and settlement of the new West.
- 2b. President Madison's reasons for declaring War in 1812 angered different parts of the country.
- 2c. The provisions of the Monroe Doctrine impacted the future of America.

**WWSU SOCIAL STUDIES
GRADE 5
Theme: United States History**

III. Sub-Topic: Revolution and the New Nation (1754-1820's) continued

B. Westward Expansion

- 2d. The economic, political, racial, and religious roots of Manifest Destiny influenced the westward expansion of the nation.
- 2e. Conflicts occurred between Native Americans and settlers on the frontier.
- 2f. The federal and state Indian policies impacted the lives of Native Americans and forced them to create strategies for survival.
- 2g. The rationale for President James Polk's resolution of the Oregon dispute with Great Britain differed from reasons for initiating war with Mexico.
- 2h. The causes of the Mexican-American War, the sequence of events leading to the outbreak of hostilities, and the provision and consequences of the Treaty of Guadalupe Hidalgo changed the southwest.
- 3. There were several key routes to the West. (Wilderness Road, Oregon Trail, Mormon Trail, and water routes)
 - 3a. The settlers had numerous reasons for going West.
 - 3b. The lure of the West differed from the reality of the frontier.

C. Economic Expansion and Reform

- 3c. The factory system and the transportation (canals and railroads) and market revolutions shaped regional patterns of economic development, affected international markets, and affected the environment.
- 3d. The factory system affected gender roles and changed the lives of men, women, and children, which led to the labor movements in the antebellum period.
- 3e. Native born Americans in the cities were hostile to the new immigrants from Ireland and Germany.
- 3f. The roles of women changed in the reform movements of education, abolition, temperance, and women's suffrage.

VT Standards addressed: 6.5, 6.7, 6.10, and 6.18
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**WWSU SOCIAL STUDIES
GRADE 5
Resources**

**Theme: United States History
Exploration and Settlement Prehistory - 1585**

Non-Fiction

- The Earliest Americans - Helen Roney Sattler
- First Houses: Native American Homes and Sacred Structures - Jean Guard Monroe and Ray Williamson
- The World of the American Indian - Jules Billard, ed.
- The Iroquois - Barbara Graymont
- Brendan the Navigator: A History Mystery about the Discovery of America - Jean Fritz
- The Log of Christopher Columbus: First Voyage to America: In the Year 1492, as Copied Out In Brief - Bartholomew Las Casas
- Ferdinand Magellan - Jim Hargrove
- DeSoto, Finder of the Mississippi - Ronald Syme
- Walk the World's Rim - Betty Baker

Fiction

- The King's Fifth - Scott O'Dell
- Where Do You Think You're Going, Christopher Columbus - Jean Fritz
- The Mythology of North America - John Bierhorst
- They Dance in the Sky - Jean Monroe and Ray Williams

**WWSU SOCIAL STUDIES
GRADE 5
Resources**

**Theme: United States History
Colonization and Settlement 1585 - 1763**

Non-Fiction

- Of Plymouth Plantation - William Bradford
- A Model of Christian Charity - John Winthrop
- The General History of Virginia - John Smith
- Homes in the Wilderness: A Pilgrim's Journal of Plymouth Plantation in 1620 - Margaret Brown, ed.
- The Pilgrims of Plimoth - Marcia Sewall
- The School of Good Manners - Eleazar Moody
- The Farm: Life in Colonial Pennsylvania - James Knight
- If You Lived in Colonial Times - Ann McGovern
- How the Colonists Lived - David McKay
- Colonial Living - Edwin Tunis
- A Williamsburg Household - Joan Anderson
- A Slaver's Log Book: Twenty Years' Residence in Africa - Theophile Conneau
- The Slave Ship - Emma Sterne
- The Interesting Narrative of the Life of Olaudah Equiano or Gustavus Vas, Written by Himself
- The Iroquois - Barbara Graymont

**WWSU SOCIAL STUDIES
GRADE 5
Resources**

**Theme: United States History
Colonization and Settlement 1585 – 1763 (continued)**

Fiction

- The Double Life of Pocahontas - Jean Fritz
- Pocahontas and The Strangers - Clyde Bulla
- A Novel of the Lost Colony - Sonia Leviten
- The Serpent Never Sleeps: A Novel of Jamestown and Pocahontas - Scott O'Dell and John Billington
- Friend of Squanto - Clyde Robert Bulla
- Sign of the Beaver - Elizabeth Speare
- Squanto - Fennie Ziner
- The Witch of Blackbird Pond - Elizabeth Speare
- Tituba of Salem Village - Anne Petry
- The Witchcraft of Salem Village - Shirley Jackson
- The House of Stink Alley - F.N. Monjo
- Calico Bush - Rachel Field
- Master Entrick - Michael Mott
- Africa Remembered: Narratives by West Africans from the Era of the Slave Trade - Edited by Philip Curtin
- America's Children: Voices from the Past - edited by Matthew Downey
- Brer Rabbit folktales
- Cabin Faced West - Jean Fritz
- Calico Captive - E. Spence Speare
- A Williamsburg Household - George Ancona

**WWSU SOCIAL STUDIES
GRADE 5
Resources**

**Theme: United States History
Revolution and the New Nation, 1754 - 1820s**

Non-Fiction

- Fourth of July Story - Alice Dalgliesh
- Give Us Liberty: The Story of the Declaration of Independence - Helen Peterson
- Rebellion's Song - Melissa Stone
- Becoming American: Young People in the American Revolution - edited by Paul Zall
- If You Were There When They Signed the Constitution - Elizabeth Levy
- We the People and With Liberty and Justice for All - Center for Civic Education
- What's the Big Idea, Ben Franklin? – Jean Craighead George
- The American Revolution: Darkest Hours - Alden Carter
- Black Heroes of the American Revolution - Burke Davis
- Poor Richard's Almanac - Benjamin Franklin
- The War We Could Have Lost - Clifford Lindsey Aldeman
- George and Martha Washington at Home in New York - Beatrice Siegel
- Daniel Boone - Laurie Lawlor
- Can't You Make Them Behave, King George - Jean Fritz
- Where Was Patrick Henry on the 29th of May - Jean Fritz

**WWSU SOCIAL STUDIES
GRADE 5
Resources**

**Theme: United States History
Revolution and the New Nation, 1754 - 1820s (continued)**

Fiction

- Jump Ship to Freedom - James Collier and Christopher Collier
- My Brother Sam is Dead - James Collier and Christopher Collier
- War Comes to Willy Freeman - James Collier and Christopher Collier
- Johnny Tremain - Esther Forbes
- Ben and Me - Robert Lawson
- The Fighting Ground - Avi
- A Boy's Will - Erick Christian Haugard
- America's Paul Revere - Esther Forbes
- Toliver's Secret - Esther Brady
- The Boy Drummer of Vicennes - Carl Carmer
- Ruffles and Drums - Betty Cavanna
- Dawn Over Saratoga - Fred Cook
- I'm Deborah Sampson: A Soldier in the War of the Revolution - Patricia Clapp
- The Winter Hero - Christopher Collier
- Grand Papa and Ellen Aroon - F.N. Monjo
- Beyond the Allegheny - Betty Koch
- Pioneer Children of Appalachia - George Ancona
- Penn - Elizabeth Fray Vining
- The Bloody Country - James Collier and Christopher Collier
- Paul Revere's Ride - Henry Wadsworth Longfellow
- Nabby Adams' Diary - Miriam Bourne
- Nelly Curtis' Diary - Miriam Bourne
- Cassie and Ike - Mary Carr Hanna
- Red Pawns - Leonard Wibberly
- Tree of Freedom - Rebecca Caudill
- Light in the Forest - Richter
- Phoebe the Spy - Griffin
- Sarah Bishop - Scott O'Dell
- Riddle of Penncroft Farm - Jensen

**WWSU SOCIAL STUDIES
GRADE 5
Resources**

**Theme: United States History
Expansion and Reform 1801-1861**

Non-Fiction

- Pioneer Children of Appalachia - Joan Anderson
- Only the Names Remain: The Cherokee and the Trail of Tears - Alex Bealer
- Yunini's Story of the Trail of Tears - Ada Loomis Barry
- The Erie Canal - Peter Spier
- Mill - David Macaulay
- The Mill Girls - Bernice Seldon
- The Great American Gold Rush - Rhoda Blumberg
- Overland to California in 1859: A Guide for Wagon Train Travelers - Louis Bloch, ed.
- The Story of the Underground Railroad - Conrad Stein
- Harriet Tubman: Flames of Freedom - Frances Humphreville
- The First Women Who Spoke Out - Nancy Smiler Levinson
- The Factories - Leonard Everette Fisher
- Anthony Burns: The Defeat and Triumph of a Fugitive Slave - Virginia Hamilton
- The Pueblo - Charlotte Yue
- The World of the American Indian - Jules Billard, ed.

**WWSU SOCIAL STUDIES
GRADE 5
Resources**

**Theme: United States History
Expansion and Reform 1801-1861 (continued)**

Fiction

- Bold Journey: West with Lewis and Clark - Charles Bohner
- Streams to the River, Rivers to the Sea - Scott O'Dell
- Sacagawea: Indian Interpreter to Lewis and Clark - Marion Marsh Brown
- In the Shadow of the Wind - Luke Wallin
- Sequoyah and the Cherokee Alphabet - Robert Cwiklik
- No Resting Place - William Humphrey
- The Far Battleground - F.M. Parker
- The Dunderhead War - Betty Baker
- A Gathering of Days: A New England Girl's Journal - Joan Blost
- Lyddie - Katherine Patterson
- A Spirit to Ride the Whirlwind - Athena Lord
- The People Could Fly - Virginia Hamilton
- Carrying the Running Away - Virginia Hamilton
- Autobiography of Frederick Douglas
- Nightjohn - Gary Paulsen
- Brady - Jean Fritz
- Drinking Gourd - Jeanette Winter
- Runaway to Freedom - Barbara Smucker
- Get on Board: The Story of the Underground Railroad - Jim Haskins
- Westering - Alice Putnam
- Beyond the Divide - Kathryn Lasky
- On to Oregon! - Honore Morrow
- Walking Up a Rainbow - Theodore Taylor
- West Against the Wind - Liza Ketchum Murrow
- Sing Down the Moon - Scott O'Dell
- Davy Crockett - Anne Malcolmson
- Across the Sea from Galway - Leonard Fisher
- Steamboat South - Madye Chastain
- Susan B. Anthony - Ilene Cooper
- And It's Still That Way: Legends Told by Arizona Indian Children - Byrd Baylor
- And Me, Coyote? - Betty Baker
- Conquista? - Clyde Bulla
- The Sound of Flutes and Other Indian Legends - Richard Erdoes
- Dakota Spring - Diane Love
- Trouble River - Betsy Byars
- Mr. Tucket - Gary Paulsen
- Call Me. Jr. Tucket - Gary Paulsen
- Trouble for Lucy - Carla Stevens

**WWSU SOCIAL STUDIES
GRADE 5
Resources**

**Theme: United States History
Expansion and Reform 1801-1861 (continued)**

- By Wagon and Flatboat - Enid L. Meadowcroft
- Mother, Aunt Susan and Me: The First Fight for Women's Rights - William Jacobs
- Moss Gown - William H. Hooks
- Caddie Woodlawn - C. Brink
- Lantern in Her Hand - Aldrich

General Text Books

- America Will Be (Grade 5) - Houghton Mifflin Social Studies
- A History of Us - Joy Hakim, Oxford University Press

**WWSU SOCIAL STUDIES
GRADE 5**

Theme: Geography

Continents under study to apply geography skills - North America (North Pole)

Questions to Consider:

1. What is the relationship between people, places, and environments?
2. How are the identities and lives of individuals and peoples rooted in particular places called regions?
3. How do physical processes shape Earth's surface and interact with plant and animal life to create, sustain, and modify ecosystems?
4. How is the physical environment affected by human activities?
5. How does geography help people develop an understanding of the relationships between people, places, and environments over time?

Key Concepts:

1. Relationships and patterns of various kinds can be understood through the use of maps and other geographic tools such as globes, graphs, charts, databases, aerial maps, and models.
2. Regions have their own physical and human characteristics and have been created by people to help them interpret Earth's complexity. Culture and experience influence people's perceptions of places and regions.
3. Many natural processes shape the Earth's surface (wind, water, movement of tectonic plates, etc.).
4. Human activity affects the Earth immediately and over time through man's economic (use of resources), social (patterns of settlement), and technological (buildings, roads, etc.) endeavors.
5. Geography can be used to help interpret the past, explain the present, and predict and plan for the future.

**WWSU SOCIAL STUDIES
GRADE 5**

Theme: Geography (continued)

Skills:

By the end of Grade 5, the student will be able to:

- Use map skills to:
 - a. develop and use different kinds of maps, globes, graphs, charts, databases, and models
 - b. use a map grid to plot absolute location
 - c. locate and label the Tropic of Cancer and Tropic of Capricorn
 - d. use scale to compute distance
 - e. determine or trace routes of travel on road maps
 - f. determine time in different time zones in the United States
 - g. interpret map symbols and visualize what they mean
 - h. explain how a globe and map are different and why
 - i. know the relative location of, size of, and distances between places under study; know different ways of measuring distance
 - j. know how Earth's position relative to the sun affects events and conditions on Earth
 - k. apply and state latitude and longitude to locate a point
 - l. state the location of continents relative to each other
 - m. identify the major reference points on maps and globes (equator, tropics, poles, Prime Meridian, international date line)
- compare maps and make inferences; identify and interpret different types of maps (climate, elevation and relief, road, population, physical, vegetation, historical, wind patterns, currents, etc.)
- make a map or use a blank map of a given place that includes important land and man-made features
- use a variety of geography sources - atlas, road atlas, historical atlas, globe, geographical dictionary to answer specific questions about geography
- know the major physical features, and man-made features, countries, urban areas (past and present) and capitals of the continent under study North America
- analyze ways in which people's mental maps reflect an individual's attitudes toward places under study
- understand how changing transportation and communication technology have affected relationships between locations
- describe the human characteristics of places (culture, religion, language, politics, family structure, land use, etc.)
- describe the physical characteristics of places (soils, land forms, vegetation, wildlife, climate).
- define, compare and contrast regions and their ongoing changes by using physical and human criteria; describe the ways in which regional systems are interconnected and describe regions from a variety of points of view

**WWSU SOCIAL STUDIES
GRADE 5**

Theme: Geography

- know the plants and animals associated with various vegetation and climatic regions under study
- in the country or continents under study, know how populations are distributed and the reasons why some areas are densely populated; be able to discuss why populations of a certain area might change; show an understanding of voluntary and involuntary migration and be able to give an example of each
- identify ways in which communities reflect the cultural background of their inhabitants; show how migrant populations affect this culture
- know the factors that are important in the location of economic activities and how these activities utilize the natural resources of a region; show how technological improvements have affected trade and economic activities, and the Earth's ability to support human life in a certain area
- know how and why people compete for control of Earth's surface
- know the geographic factors that have influenced people and events in the past

**APPENDIX II
WWSU SOCIAL STUDIES
GRADES 5 THROUGH 8**

GEOGRAPHICAL LAND FORMS

(Number in parentheses indicates the grade the term should be discussed)

altitude (6) archipelago (6) bluff (7) breakers (8) breakwater (8) butte (7) cape (6) cataract (5) cavern (7) cay/key (8) channel (5) chasm (7) cinder cone (5) continental shelf (8) contour line (7) coral reef (8) cove (8) crater (5) crevasse (5) cultivated land (6)	dell (7) delta (5) dike (6) divide (6) drainage basin (6) elevation (6) estuary (8) fall line (6) fjord (8) flood plain (5) glacier (5) glen (7) gulch (7) gulf (5) horizon (5) iceberg (5) inlet (8) irrigated land (6) isthmus (5) knob (7)	lagoon (8) mesa (7) pass (6) precipice (6) reef (8) shoal (8) snowline (5) steppe (7) strait (6) table (7) taiga (7) terrace (7) tide (8) timberline (6) vale (7) volcano (5) watershed (6) waves (8)
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Each grade level is responsible for reviewing the words from the year before and practicing the words in the grade above.

**WWSU SOCIAL STUDIES
PRE-KINDERGARTEN TO 12**

COMMUNITY SERVICE PROJECT GUIDELINES

Vermont Framework of Standards and Learning Opportunities

Vital Results – Service

- 4.1 Students take an active role in their community. This is evident when students:
- a. Plan, implement and reflect on activities that respond to community needs; and
 - b. Use academic skills and knowledge in real life community situations.

Democratic Processes

- 4.2 Students participate in democratic processes. This is evident when students:
- a. Work cooperatively and respectfully with people of various groups to set community goals and solve common problems.

In an effort to address these standards and promote social awareness and responsibility, the Committee expects all students Pre-K through 12 to participate in community service projects yearly. Community service projects may be pursued in a variety of subject areas as is relevant to the particular curriculum. A community service project carried out in the social studies will be an outcome of the social studies/history curriculum, and will be anchored in the fields of knowledge standards and related curricular content.

Projects can be designed and implemented in a variety of ways. In the earlier grades, it may be more appropriate for the teacher to direct the project, ensuring that students have the opportunity for reflection as well as for participation. As a student matures and develops more independence and awareness of the world around him/her, it can be expected that he/she would design a project which speaks to his/her unique interests and the need of the “community.”

Examples of community service projects could include, but are not limited to:

- Entire school participation in Green-Up Day;
- Student volunteer at the Humane Society;
- Student volunteer at Special Olympics;
- Student tutoring within the school or Washington West S.U.;
- Visiting the elderly;
- Fundraising for the American Cancer Society;
- Participating in a corporate run fundraiser to benefit research;
- In-school recycling; and
- Fundraising to assist local historical societies preserve the past.

**WWSU SOCIAL STUDIES
GRADE 6**

INTRODUCTION

Theme: World History

This year includes a study of world history from early civilizations to the Middle Ages. It should cover the beginnings of civilization and the Emergence of Pastoral People. It should also include a unit on the Middle Ages. The teacher may pick from section two, trying to keep the year balanced so that it does not focus solely on European history. A study of the development of the major religions in the world is integrated into the appropriate topics. Geography skills and concepts and current events are part of the sixth grade curriculum.

Sub-Topics:

**5. Beginnings of Human Society and the Emergence of Pastoral People
(to 5300 B.C.)**

- | | |
|--------------------------------|-------------------------------------|
| II. Africa/Middle East: | Mesopotamia or Ancient Egypt |
| Europe: | Greece or Ancient Rome |
| Asia: | Ancient China |
| The Americas: | Meso-America: Mayas |
- (PICK AT LEAST TWO)**

6. Middle Ages

Theme: Geography

People must be geographically informed. This information must include studies investigating the world in spatial terms, places and regions, physical systems, human systems, environment and society, and the uses of geography. (National Geography Standards for Life: 1994, pg. 34-35). Teachers should refer to Appendix II for geographical terms, which should be used during instruction 5 to 8.

Community Service Project

Each year students will be involved in a project that betters their community, small or large. The guidelines are meant to "guide", not "impose", the type of community project in which an individual, small group, class, or whole school might choose to participate. A community service project carried out in the social studies will be an outcome of the social studies/history curriculum, and will be anchored in the fields of knowledge standards and related curricular content.

VT Standards addressed: 6.1; 6.3; 6.4; 6.5; 6.8; 6.10; 6.11; 6.12; 6.13; 6.14; 6.15; 6.16; 6.19; 6.23

**WWSU SOCIAL STUDIES
GRADE 6
BACKGROUND INFORMATION**

What is Culture?

This is a guide to help children understand the different components that make a culture. The following questions may be used by the instructor:

Do you learn culture through language?	Does culture change?
Is culture powerful?	Does culture shape you?
Does geography shape culture?	How does history shape culture?
Are cultures similar?	Are cultures different?

The ABCs of World Cultures, Lesson Plan No 17-765 can be purchased from Poster Education, PO Box 8774, Asheville, NC 28814 (704) 253-4995

Questions to Consider

Art – What art forms were typical of this culture? (crafts, paintings, drama, music, dance, sculpture)

Buildings – Which buildings, monuments, structures, and types of homes symbolize this culture?

Communication – How did people communicate with each other? How was information spread?

Language – What words and expressions had a special meaning?

Literature – What were the most popular forms of literature?

Population - What were the largest groups – age, race, religion, language, ethnic group? Who was in the minority?

Status – What classes, castes, professions, and groups (racial, ethnic, religious, cultural) had high and low status?

Family – What did the typical family look like? What was the role of women and children?

Quality of life – How was the average person's health and happiness? (medical care, life expectancy, security, and opportunity)

Dress – What clothing was typical of this culture?

Community – What did a typical community look like? What were the houses like?

Vacation and recreation – How did people in this culture have fun?

Ways of everyday life – How did people take care of . . . cooking, washing clothes, shopping?

Yum – What foods were invented here? What did people eat for breakfast, lunch, and dinner?

**WWSU SOCIAL STUDIES
GRADE 6
BACKGROUND INFORMATION**

What is Culture? (continued)

Stuff – What is typical of the culture? (Chopsticks in China)

Icon – What images (religious or secular) cause an immediate response in every person?

National pride – What people, places, and things spark feelings of loyalty and patriotism?

Religion – What beliefs and values do people hold? What are the traditional holidays, festivals, and ceremonies?

Taboos – What behaviors are considered to be totally unacceptable?

Economy – Who owns the farms and shops?

Jobs – How does the average person (or family) make a living?

Money – How are goods exchanged or traded? Is money used?

Organizations – What are the most important organizations (formal and informal) in this society?

Government – Who has power?

Control – How do the leaders exercise power and authority?

Government – How is the average citizen connected to the government?

Rights – What legal rights and responsibilities do individuals and groups have in the culture?

History – What experiences or people have shaped this culture? (feudalism, war, revolution, famine)

Knowledge – How is knowledge passed from one generation to the next?

Connections – What ideas and institutions can our society trace to this culture?

Inventions – What has this culture invented or improved upon?

Change – Has this society changed quickly or slowly?

Movement – How does the average person get around?

Migration – To where are people moving?

Urban or rural – do most people live in the city or countryside? What does the typical community look like?

X marks the spot – What is the land like? How does geography shape the culture? Has the culture shaped the land?

**WWSU SOCIAL STUDIES
GRADE 6**

Theme: World History

7. Sub-Topic: Beginnings of Human Society and Emergence of Pastoral Peoples (3 Million to 5300 B. C).

Questions to Consider:

8. What were the biological and cultural processes that gave rise to the earliest human communities?
9. How did geography shape early groups?
10. What has archaeological evidence told us about Homo sapiens?
11. What processes led to the emergence of agricultural societies around the world?
12. Why did people migrate?

Key Concepts:

13. Archaeological evidence can be used to describe early African hunter-gatherer communities (Homo habilis and Homo erectus), e.g. daily life of individuals and communities, tool kits, shelter, diet, use of fire, brain and body development.
 - 1a. There was a connection between tool making, language and the development of culture.
14. There were similarities and differences between hunter-gatherer communities in Africa, Eurasia and the Americas. Each community in different parts of the world responded creatively to local environments.
15. Archaeological evidence provides the characteristics of Homo sapiens-Neanderthal and Cro-Magnon hunter-gatherer communities of western Eurasia including tool kit, shelter, clothing, ritual life, aesthetic values, relations between men and women, and trade among communities.
16. Peoples of West Africa, Europe, Southeast Asia, East Asia, and the Americas domesticated food plants and developed agricultural communities in response to local needs and conditions.

**WWSU SOCIAL STUDIES
GRADE 6**

Theme: World History (continued)

17.Sub-Topic: Beginnings of Human Society and Emergence of Pastoral Peoples (3 Million to 5300 B. C)

- 4a. Archaeological evidence describes the technology, especially the development of the plow, the social organization, and cultural life of settled farming communities in the Neolithic time in southwest Asia and temperate Europe.
- 18. Human migration was affected by climatic changes.

**WWSU SOCIAL STUDIES
GRADE 6**

Theme: World History

19.Sub-Topic: Ancient Egypt (3000 BC to 1000 BC)

Questions to Consider:

20. What is a civilization?
21. How did the physical environment support the development of the civilization?
22. Which people impacted life in Ancient Egypt?
23. What was Egyptian culture like?

Key Concepts:

24. Various criteria have been used to define “civilization” and explain fundamental differences between civilizations and other forms of social organization such as hunter-gatherer bands and Neolithic agricultural societies. These include stable food supply, specialization of labor, system of government, and social levels; a highly developed culture includes art, architecture, religion, music, law, and frequently a system of writing.
25. The Nile River controlled or influenced life in Ancient Egypt.
26. Egyptian history was divided into kingdoms.
 - 3a. Ancient Egypt flourished under the pharaohs (Menes, Hatshepsut, Thutmose III, Tut, Amenhotep, Ramses, and Nefertiti).
27. The Egyptians believed in an afterlife and created a culture around that belief.
 - 4a. Egyptian society was made up of many classes.
 - 4b. The Egyptians worshipped many gods.
 - 4c. Egyptian culture flourished under the pharaohs. Hieroglyphic writing, the arts, architecture, astronomy, mathematics, and medicine were some of the areas that the Egyptians had influenced or created.

**WWSU SOCIAL STUDIES
GRADE 6**

Theme: World History

28.Sub-Topic: Greece (2500 BC-323 BC)

Questions to Consider:

29. How did the geography of Greece influence life?
30. Who were the early Greeks?
31. What were the cultural differences between various city-states (Athens and Sparta)?
32. How did the development of the Persian Empire and its conflicts with the Greeks impact the area?
33. What was life like during Athens' Golden Age?
34. What were the major cultural achievements of the Greeks?
35. Who were Philip and Alexander of Macedon and what did they do?
36. How did Greek society and culture impact other cultures?

Key Concepts:

37. The geography of the region isolated the various groups of ancient Greeks.
38. The Minoan civilization prospered on the island of Crete and created an advanced civilization.
 - 2a. They were conquered by the Mycenaeans who lived on Greek mainland.
 - 2b. The political and social organization of the Mycenaeans and Greeks are revealed in the archaeological and written records.
 - 2c. Greece entered a Dark Age after the Mycenaeans.
39. There was a difference between the Athenian democracy and the military aristocracy of Sparta.
 - 3a. Roles of women, men, children, and slaves differed.

**WWSU SOCIAL STUDIES
GRADE 6**

Theme: World History

II. Sub-Topic: Greece (2500 BC-323 BC) continued

- 40. The Persian Wars united Sparta and Athens in a common goal.
- 41. Pericles' leadership helped to create the Golden Age of Athens.
 - 5a. Athens was the center for art, literature and ideas.
 - 5b. The roles of women, men, and slaves differed during this period.
 - 5c. Socrates and Plato questioned the style of life in Athens.
 - 5d. The Peloponesian Wars brought to an end the Golden Age of Athens.
- 42. There are major characteristics of Greek architecture, painting and sculpture that reflected social values and attitudes.
 - 6a. Greek historians, philosophers, playwrights and other writers are still read and studied today.
 - 6b. Concepts of government developed by the Greeks continue to influence us today.
 - 6c. Sporting events played an important role in Greek life. (Olympics)
 - 6d. All Greeks worshipped Zeus and his family of gods.
 - 6e. Sanctuaries were built to honor various gods. (Olympia, Delphi, Delos, and Eleusis)
- 43. Philip of Macedon turned Macedonia into a military power that conquered the Greeks.
 - 7a. Alexander, Philip's son, had many achievements as a military and political leader.
- 44. The contributions of the Etruscans and the western Greek colonies led to the development of Roman society and culture.

**WWSU SOCIAL STUDIES
GRADE 6**

Theme: World History

45.Sub-Topic: Ancient Rome (573 BC to 476 AD)

Questions to Consider:

46. What major people, forces, or events shaped the Roman culture?
47. What ideas and institutions can our society trace to this culture?
48. What were the causes that transformed the Roman Republic into an empire?
49. What were the causes of the decline of the Roman Empire?
50. How did Christianity develop during the time of the Roman Empire?

Key Concepts:

51. The legend of how Rome began differs from the historical explanation.
 - 1a. The Etruscans of northern Italy conquered Rome and spread their culture among the Romans. Greek culture also influenced Roman culture.
52. The Roman constitution established a separation of powers.
 - 2a. Roman law, architecture, art, literature and engineering all influenced Roman Europe and later people.
 - 2b. Conflict among the Roman classes led to a more democratic form of the Republic.
53. The political and social institutions of the Roman Republic transformed it into an empire.
 - 3a. Numerous men influenced the development of Rome as a power – Julius Caesar, Augustus Caesar, Hannibal, Brutus and Hadrian.
54. Romans were involved in a number of wars in their attempt to acquire more lands for their Empire. These wars made Rome strong economically but weakened Rome in many ways, which brought about its collapse.
 - 4a. The fall of Rome came about because of internal problems, which were economic, social, military, and political in nature.

**WWSU SOCIAL STUDIES
GRADE 6**

Theme: World History

55.Sub-Topic: Ancient Rome (573 BC to 476 AD)

- 4b. Other causes for the fall of Rome were exterior, including provincial disorder, loss of trade and revenue, tribal migrations and attacks.
- 56. Early Christianity had its sources and teachings in Judaism, but developed into something new during the time of the Roman Empire.
 - 5a. Peter, Paul (Saul) and Constantine influenced the development of Christianity.
 - 5b. Initially, followers of Christianity were persecuted. Eventually, Christianity became the official religion.

**WWSU SOCIAL STUDIES
GRADE 6**

Theme: World History

57.Sub-Topic: Mesoamerica – Mayas (2000 BC – 1500 AD)

Questions to Consider:

- 58. How did early agrarian civilizations start in Mesoamerica?
- 59. What major people(s), forces, or events shaped the culture?
- 60. What contributions or inventions did the Mayas make?
- 61. What happens when two cultures come in contact?

Key Concepts:

- 62. There is a relationship between maize cultivation and the development of complex societies in Mesoamerica.
 - 1a. The Mayan system of agricultural production and trade led to the rise of city-states (2000 BC-1500 BC).
 - 1b. The environment of southern Mesoamerica influenced the development of Mayan urban society.
- 63. The major Olmec contributions to Mesoamerican civilization include the calendar, glyphic writing, sculpture, and monumental buildings; these influenced other Mesoamerican civilizations. (1200-400 BC)
- 64. The Mayas made significant achievements in astronomy, writing, mathematics, and the development of a calendar.
 - 3a. The Mayan cosmic world view is evidenced in their art and architecture.
 - 3b. Some of the Maya culture was more sophisticated than Medieval Europe.
- 65. European explorers, as well as today's governments, had /have a profound effect on the Mayas' culture. (health, beliefs, economics, etc.)

**WWSU SOCIAL STUDIES
GRADE 6**

Theme: World History

66. Sub-Topic: The Middle Ages (500 A.D. to 1450 A.D.)

Questions to Consider:

- 67. How did Christianity spread in Medieval Europe?
- 68. What events led to early feudalism?
- 69. How did economics, politics, and religion impact the life of people?
- 70. How did education change life in Medieval Europe?
- 71. How did the formation of Guilds change life in Medieval Europe?
- 72. How did international affairs influence Medieval Europe?

Key Concepts:

- 73. The monasteries, the Latin Church, and missionaries from Britain and Ireland influenced the Christianizing of western and central Europe.
- 74. The development of the Merovingian and Carolinian (Charlemagne) states influenced public order and local defense in Western Europe.
 - 2a. The Norse and Magyar migrations and invasions, as well as internal conflicts, created independent lords and the knightly class.
- 75. Manorialism as an economic system in 11th and 12th century Europe impacted the legal, social, and economic status of serfs, peasants, and upper class.
 - 3a. Christian values changed the social and economic status of women in early medieval Europe. Upper class women played a role in dynastic and aristocratic medieval politics (Eleanor of Aquitaine).
 - 3b. Feudal lordship and feudal relationships provided a foundation of political order in parts of Europe from the 11th century (William the Conqueror).
 - 3c. European monarchies expanded their power at the expense of the feudal lord. (King John and the Magna Carta 1215).
 - 3d. Increased agricultural production and technological innovation brought population growth to Europe.

**WWSU SOCIAL STUDIES
GRADE 6**

Theme: World History

76. Sub-Topic: The Middle Ages (500 A.D. to 1450 A.D.)

77. The rise of schools and universities in Italy, France, and England contribute to literacy, learning, and scientific advancement.

4a. Many works of art, architecture, and literature shed light on values and attitudes in Christian society.

78. The formation of Guilds led to a new economic middle class and the rise of the importance of towns.

5a. The agrarian and commercial economies of Europe changed after drastic population declines. The Plague affected economic, social, and political life in Europe.

79. The Crusades brought new ideas to Europe.

80. The Hundred Years War and repeated popular uprisings in Europe in the 14th Century affected life in Europe (Joan of Arc).

**WWSU SOCIAL STUDIES
GRADE 6**

Theme: Geography

Continents under study to apply geography skills – Africa, Europe (South America if Mayas)

Questions to Consider:

81. What is the relationship between people, places, and environments?
82. How are the identities and lives of individuals and peoples rooted in particular places called regions?
83. How do physical processes shape Earth's surface and interact with plant and animal life to create, sustain, and modify ecosystems?
84. How is the physical environment affected by human activities?
85. How does geography help people develop an understanding of the relationships between people, places, and environments over time?

Key Concepts:

86. Relationships and patterns of various kinds can be understood through the use of maps and other geographic tools such as globes, graphs, charts, databases, aerial maps, and models.
87. Regions have their own physical and human characteristics and have been created by people to help them interpret Earth's complexity. Culture and experience influence people's perceptions of places and regions.
88. Many natural processes shape the Earth's surface (wind, water, movement of tectonic plates, etc.).
89. Human activity affects the Earth immediately and over time through man's economic (use of resources), social (patterns of settlement), and technological (buildings, roads, etc.) endeavors.
90. Geography can be used to help interpret the past, explain the present, and predict and plan for the future.

GRADE 6

Theme: Geography (continued)

By the end of Grade 6, the student will be able to:

- use map skills to:
 - a. develop and use different kinds of maps, globes, graphs, charts, databases, and models; know characteristics of different map projections
 - b. pose and answer questions about spatial patterns on Earth
 - c. understand concepts such as axis, major parallels, seasons, rotation, revolution, and principal lines of latitude and longitude
 - d. show understanding of why the Tropic of Cancer, Tropic of Capricorn, Arctic Circle, and Antarctic Circle are located where they are (sun)
 - e. explain how maps are made
 - f. compare maps and make inferences; identify and interpret different types of maps (climate, elevation and relief, road, population, physical, vegetation, historical, wind patterns, currents, etc.)
 - g. make a map of a given place that includes important land and man-made features
 - h. know the major physical features, and man-made features, countries, urban areas (past and present) and capitals of the continent under study (Europe, Africa)
 - i. locate a place using latitude and longitude lines
- define regions by being able to use physical and human criteria; identify locations of physical and human features and events on maps and globes and answer related geographic questions about the area under study; compare and contrast regions
- analyze ways in which people's opinions and culture reflect an individual's attitudes toward places under study
- know the relative location of, size of, and distances between places under study; describe the human (culture, religion, language, politics, family structure, land use, etc.) and physical characteristics of regions under study
- know the causes and effects of changes in a place over time; understand how changing transportation, economic links, and communication technology have affected relationships between locations
- understand global ecosystems and their locations in the areas under study
- know the causes and effects of human migration; describe the distinctive cultures associated with migrant populations; identify ways in which communities reflect the cultural background of their inhabitants
- know how people satisfy their basic needs through the production of goods and services in different regions of the world
- know how and why people divide Earth's surface into political and/or economic units; know the different ways in which resources are used and valued in different regions of the world
- know the ways in which humans adapt to conditions in the physical environment; know the ways in which people take aspects of the environment into account when deciding on locations for human activities
- know the key factors in the development of cities
- know how geographic factors have influenced major historic events

APPENDIX II

**WWSU SOCIAL STUDIES
GRADES 5 THROUGH 8**

GEOGRAPHICAL LAND FORMS

(Number in parentheses indicates the grade the term should be discussed)

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**WWSU SOCIAL STUDIES
PRE-KINDERGARTEN TO 12**

COMMUNITY SERVICE PROJECT GUIDELINES

Vermont Framework of Standards and Learning Opportunities

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- 4.1 Students take an active role in their community. This is evident when students:
- a. Plan, implement and reflect on activities that respond to community needs; and
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Democratic Processes

- 4.2 Students participate in democratic processes. This is evident when students:
- a. Work cooperatively and respectfully with people of various groups to set community goals and solve common problems.

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Projects can be designed and implemented in a variety of ways. In the earlier grades, it may be more appropriate for the teacher to direct the project, ensuring that students have the opportunity for reflection as well as for participation. As a student matures and develops more independence and awareness of the world around him/her, it can be expected that he/she would design a project which speaks to his/her unique interests and the need of the “community.”

Examples of community service projects could include, but are not limited to:

- Entire school participation in Green-Up Day;
- Student volunteer at the Humane Society;
- Student volunteer at Special Olympics;
- Student tutoring within the school or Washington West S.U.;
- Visiting the elderly;
- Fundraising for the American Cancer Society;
- Participating in a corporate run fundraiser to benefit research;
- In-school recycling; and
- Fundraising to assist local historical societies preserve the past.

**WWSU SOCIAL STUDIES
GRADE 7**

INTRODUCTION

Theme: Social Issues in American History (1860 - Present)

The seventh grade social studies curriculum calls for a continuation of the United States history begun in grade 6. This year will begin with a focus on the issues surrounding the Civil War and Reconstruction and will progress through the present day. In addition to history, geography and current events will be integrated throughout the seventh grade curriculum.

Sub-Topics:

- I. The Civil War and Reconstruction**
- II. The Development of the Industrial United States (1870-1900)**
- III. World War I**
- IV. The Great Depression**
- V. World War II**
- VI. The Contemporary United States (1945-Present)**

Theme: Geography

People must be geographically informed. This information must include studies investigating the world in spatial terms, places and regions, physical systems, human systems, environment and society, and the uses of geography. (National Geography Standards for Life: 1994, pg. 34-35). Teachers should refer to Appendix II for geographical terms, which should be used during instruction 5 to 8.

Community Service Project

Each year students will be involved in a project that better their community, small or large. The guidelines are meant to "guide", not "impose", the type of community project in which an individual, small group, class, or whole school might choose to participate. A community service project carried out in the social studies will be an outcome of the social studies/history curriculum, and will be anchored in the fields of knowledge standards and related curricular content.

VT Standards addressed: 6.4bb, ee, ff, h; 6.8bb, d; 6.10d; 6.11cc; 6.12b, c; 6.13c; 6.14cc, dd; 6.18b; 6.21a; 6.24a

**WWSU SOCIAL STUDIES
GRADE 7**

Theme: United States History

I. Sub-Topic: Civil War and Reconstruction

Questions to Consider:

1. How did the rapid expansion of slavery change the lives of Americans and lead towards regional tensions?
2. What were the sources and character of the abolitionist movement?
3. What were the causes of the Civil War?
4. What was the course and character of the Civil War and what were its effects on the American people?
5. How did various reconstruction plans succeed or fail?

Key Concepts:

1. The cotton gin and opening of new lands in the South and West led to the advance of "King Cotton" and to the increased demand for slaves.
 - 1a. The values and lifestyle of the southern planter class differed from the slaves that lived on the plantation.
 - 1b. African Americans coped in various ways with the "peculiar institution" of slavery.
2. The Missouri Compromise had political consequences.
 - 2a. The abolitionist movement impacted the debate on slavery and influenced politics and sectionalism. (Underground Railroad, Uncle Tom's Cabin, Compromise of 1850, Kansas-Nebraska Act, Fugitive Slave Act, Dred Scott, Harper's Ferry)
3. The North and South were different economically, socially, and culturally.
4. Resources of the Union and Confederacy such as population and military technology as well as political, military, and diplomatic leadership varied greatly and affected the course of the war.
 - 4a. Lives were changed both on the home front and on the battlefield. (White and African American soldiers, Native Americans, and women)

**WWSU SOCIAL STUDIES
GRADE 7**

Theme: United States History (continued)

I. Sub-Topic: Civil War and Reconstruction

- 5. Policies advocated by Lincoln and Andrew Johnson sharply divided Congressional leaders and after time resulted in the Compromise of 1877.
- 5a. African Americans attempted to improve their economic and social positions during Reconstruction by taking advantage of programs such as the Freedmen's Bureau.
- 5b. The political and economic position of African Americans in the northern and western states changed as well as in the South. Corruption increased in all areas.
- 5c. Discrimination against African Americans grew during this time period, particularly in southern states with the passing of laws designed to disenfranchise former slaves (Jim Crow laws).
- 5d. This time period saw the growth of secret societies (Ku Klux Klan, the Knights of the White Camelia, the Pale Faces) whose goal was to intimidate blacks and keep them away from the polls.

**WWSU SOCIAL STUDIES
GRADE 7**

Theme: United States History

II. Sub-Topic: The Development of the Industrial United States (1870-1900)

Questions to Consider:

1. How did the rise of big business, heavy industry, and mechanized farming transform the American peoples?
2. How did new social patterns, conflicts, and ideas of national unity develop after massive immigration and cultural diversity?
3. After the rise of the American labor movement, how did political issues reflect social and economic changes?
4. What was the Federal Indian policy and U.S. foreign policy after the Civil War?

Key Concepts:

1. Industrialization, the rise of big business, mechanized farming and the beginning of modern corporations were advanced by prominent industrial and financial leaders who sought to limit competition and maximize their own profits.
 - 1a. Industrialization and urbanization affected the division of wealth, living conditions and economic opportunities for immigrants, middle-class reformers, and political bosses.
 - 1b. Conflicts arose during the settlement of the "last frontier" among farmers, ranchers, miners, and Native Americans.
 - 1c. Industrialism, urbanization, large-scale agriculture, and mining affected the ecosystem and initiated an environmental movement as a result of the pollution and depletion of natural resources during the period 1870-1900.
2. Massive immigration after 1870 led to new social patterns, conflicts, and ideas of national unity amid growing cultural diversity.
 - 2a. Various minority groups continued to struggle for equal rights and opportunities.
 - 2b. New cultural movements at different social levels affected American life in art, literature, music, sports, and other cultural developments.
3. Working conditions changed after the rise of big business. Workshops changed to factories and laborers worked in deteriorating conditions.

**WWSU SOCIAL STUDIES
GRADE 7**

Theme: United States History (continued)

II. Sub-Topic: The Development of the Industrial United States (1870-1900)

- 3a. National labor unions emerged conflicting with ideas of the state and federal governments.
- 3b. Americans grappled with the social, economic, and political problems of the late 19th century.
- 4. There were various perspectives on federal Indian policies, westward expansion, and the resulting struggles of government officials, the U.S. Army, missionaries, and settlers. The development of American expansionism led to the Spanish-American War.

**WWSU SOCIAL STUDIES
GRADE 7**

Theme: United States History

III. Sub-Topic: World War I

Questions to Consider:

1. What were the causes of World War I?
2. Why did the United States intervene?
3. What was the course of the war and its impact at home and abroad?
4. What were the human costs and the global scope of the war?

Key Concepts:

1. Economic and political rivalries, ethnic and ideological conflicts, militarism, and imperialism were underlying causes of the war.
 - 1a. Class and other social conflicts in Europe contributed to the outbreak of the war.
 - 1b. Popular faith in science, technology, and material progress affected attitudes toward the possibility of war among European states.
2. United States public opinion impacted the Wilson administration's evolving foreign policy, 1914-1917.
 - 2a. Many Americans initially saw no reason to join in the war in Europe.
3. United States military and economy were mobilized for war.
 - 3a. Labor, women, and African Americans all played specific roles in the war effort.
 - 3b. The American Expeditionary Force contributed to the Allied victory.
 - 3c. The Russian Revolution had an impact on the war, and on the foreign policies of the United States and the Allied powers.
 - 3d. Wilson's Fourteen Points, the negotiation of the Versailles Treaty, and the national debate over treaty ratification and the League of Nations all affected the course of the war.

**WWSU SOCIAL STUDIES
GRADE 7**

Theme: United States History (continued)

III. Sub-Topic: World War I

4. The principal theaters of conflict were in Europe, the Middle East, Sub-Saharan Africa, East Asia, and the South Pacific.
- 4a. Nationalism and propaganda played a role in mobilizing civilian populations in support of "total war."
- 4b. Massive industrial production and innovations in military technology affected strategy and tactics and the scale and duration of the war.
- 4c. Colonial peoples contributed to the war effort of both the Allies and Central Powers by providing military forces and supplies.
- 4d. There were short-term demographic, social, economic, and environmental consequences of the war's unprecedented violence and destruction.

**WWSU SOCIAL STUDIES
GRADE 7**

Theme: United States History

IV. Sub-Topic: The Great Depression

Questions to Consider:

1. What were the causes of the Crash of 1929 and the Great Depression?
2. How did American life change during the depression years?
3. How did the New Deal address the Great Depression?

Key Concepts:

1. The “trickle down” economic policies of the Coolidge-Mellon years had an impact on wealth distribution, investment, and taxes in the period 1925-1929.
 - 1a. Hoover’s response to the Great Depression contributed to the deepening of the crisis in the period 1929-1933.
 - 1b. The economic crisis was worldwide.
2. The Great Depression and Dust Bowl affected American farmers, tenants, sharecroppers; industry and workers; the American family and gender roles; African Americans, Mexican Americans, and Native Americans.
 - 2a. The government played a role in promoting artistic expression during the depression years.
3. The background and leadership abilities of Franklin Delano Roosevelt contrasted with those of Herbert Hoover.
 - 3a. There was a link between the early New Deal and Progressivism.
 - 3b. The New Deal had an impact on African Americans, Mexican Americans, Native Americans, and women.
 - 3c. Eleanor Roosevelt made a significant contribution to the New Deal.
 - 3d. The New Deal had an impact on American workers and the labor movement.
 - 3e. There was a re-emergence of labor militancy and a struggle between craft and industrial unions.

**WWSU SOCIAL STUDIES
GRADE 7**

Theme: United States History

IV. Sub-Topic: The Great Depression

- 3f. There was opposition to the New Deal; its detractors proposed alternative programs.
- 3g. The Supreme Court invalidated the early New Deal.
- 3h. New Deal programs still affect our lives today.

**WWSU SOCIAL STUDIES
GRADE 7**

Theme: United States History

V. Sub-Topic: World War II

Questions to Consider:

1. What were the origins and course of the war?
2. What was the character of the war at home and abroad?
3. How did World War II reshape the United States' role in world affairs?

Key Concepts:

1. Certain factors contributed to the rise of Fascism, National Socialism, and Communism in the war period.
 - 1a. The breakdown of the Versailles Treaty and the League of Nations in the 1930s contributed to the war.
 - 1b. American isolationist sentiment in the interwar period affected international relations and diplomacy.
 - 1c. Aggression in Europe, Africa, and Asia from 1935 to 1941 led to a response from the Roosevelt administration.
 - 1d. There were growing tensions between the United States and Japan from 1900 to 1941.
2. The principal theaters of conflict were in Western Europe, Eastern Europe, the Soviet Union, North Africa, Asia, and the Pacific.
 - 2a. The Nazi regime's "Final Solution", a war against Jews and other groups, elicited a variety of responses from Americans.
 - 2b. United States minorities contributed to the war effort while they faced racism and discrimination.
 - 2c. Over 100,000 Japanese Americans were removed to internment camps during the war. Italian Americans and German Americans were also interned.
 - 2d. World War II affected gender roles and the American family.
 - 2e. The war had an impact on United States culture and technology.

**WWSU SOCIAL STUDIES
GRADE 7**

Theme: United States History (continued)

V. Sub-Topic: World War II

- 2f. There were moral and political implications of President Truman's decision to employ nuclear weapons against Japan.
3. The United States and the Soviet Union competed for power and influence in Europe in the post-war period. Political and military conditions prevailing at the end of the war led to this Cold War period.

**WWSU SOCIAL STUDIES
GRADE 7**

Theme: United States History

VI. Sub-Topic: Contemporary United States (1945-Present)

Questions to Consider:

1. Describe the causes of the economic boom and social transformation of America after World War II.
2. How did the Cold War affect our domestic and international politics?
3. How did the United States get involved in the Vietnam War and what were the results?
4. Describe the struggle for racial and gender equality and the extension of civil liberties.

Key Concepts:

1. Workers had saved a great deal of money during the war and afterwards there was a large demand for consumer goods, which were not available previously.
 - 1a. As a result of this:
 - * the United States became the wealthiest country in the history of the world
 - * there was a population explosion (the Baby Boom)
 - * major population shifts took place from the cities to the suburbs
 - * television became a force that not only reported events but also influenced them
2. After World War II, as former wartime alliances dissolved, communist and capitalist nations viewed each other with fear and distrust.
 - 2a. The United States followed the policy of containment to stop the spread of communism.
 - 2b. As part of a new postwar red scare, Senator Joseph McCarthy achieved public notoriety by claiming the government was a nest for traitors and communists.
3. After the passage of the Tonkin Gulf Resolution, President Johnson began to escalate U.S. involvement in Vietnam.
 - 3a. As it dragged on, many Americans came to feel that U.S. involvement was a mistake.
4. The modern civil rights movement and the role of the NAACP led in the legal assault on segregation.
 - 4a. *Brown vs. Board of Education* was significant in advancing civil rights.

**WWSU SOCIAL STUDIES
GRADE 7**

Theme: United States History (continued)

VI. Sub-Topic: Contemporary United States (1945-Present)

- 4b. The roles and ideologies of Martin Luther King, Jr. and Malcolm X played major roles in the civil rights movement.
- 4c. Asian Americans, Mexican Americans and Native Americans advanced the movement for civil rights and equal rights through the grievances, goals, and accomplishments of various groups.
- 4d. Women advanced the movement for civil rights and equal rights through the emergence of the National Organization for Women.
- 4e. New cultural movements at different social levels affected American life in art, literature, music, sports, architecture, and other cultural developments.

**WWSU SOCIAL STUDIES
GRADE 7**

Theme: Geography

Continents under study to apply geography skills – Australia, Antarctica, review all continents

Questions to Consider:

1. What is the relationship between people, places, and environments?
2. How are the identities and lives of individuals and peoples rooted in particular places called regions?
3. How do physical processes shape Earth's surface and interact with plant and animal life to create, sustain, and modify ecosystems?
4. How is the physical environment affected by human activities?
5. How does geography help people develop an understanding of the relationships between people, places and environments over time?

Key Concepts:

1. Relationships and patterns of various kinds can be understood through the use of maps and other geographic tools such as globes, graphs, charts, databases, aerial maps, and models.
2. Regions have their own physical and human characteristics and have been created by people to help them interpret Earth's complexity. Culture and experience influence people's perceptions of places and regions.
3. Many natural processes shape the Earth's surface (wind, water, movement of tectonic plates, etc.).
4. Human activity affects the Earth immediately and over time through man's economic (use of resources), social (patterns of settlement), and technological (buildings, roads, etc.) endeavors.
5. Geography can be used to help interpret the past, explain the present, and predict and plan for the future.

**WWSU SOCIAL STUDIES
GRADE 7**

Theme: Geography (continued)

Skills:

By the end of Grade 7, the student will be able to:

- use map skills to:
 - a. develop and use different kinds of maps, globes, graphs, charts, databases, and models; know characteristics of different map projections
 - b. use geographic tools to pose and answer questions about spatial distributions and patterns on Earth
 - c. know how maps help to find patterns of movement in space or time (ex. mapping hurricane tracks over several seasons)
 - d. know the characteristics and purpose of geographic databases (ex. databases containing census data)
 - e. compare maps and make inferences
 - f. identify and interpret different types of maps (climate, elevation and relief, road, population, physical, vegetation, historical, wind patterns, currents, etc.)
 - g. make a map of a given place that includes important land and man-made features
- know the major physical features, man-made features, cultural features, countries, urban areas (past and present) and capitals of continents under study
- identify locations of physical and human features and events on maps and globes; know the relative location of, size of, and distances between places under study; explain different ways in which places are connected and how these connections demonstrate interdependence and accessibility
- analyze the way in which people's mental maps reflect an individual's attitudes toward places under study
- describe the human characteristics of places (culture, religion, language, politics, family structure, land use, etc.)
- describe the physical characteristics of places (soils, land forms, vegetation, wildlife, climate); know how technology shapes the physical and human characteristics of places (ex. satellite dishes, road construction, etc.)
- know the causes and effects of changes in a place over time; know the consequences of specific physical process operating on the Earth's surface (ex. effects of the continued movement of Earth's tectonic plates); know how significant physical features have influenced historical events
- define regions by being able to use physical and human criteria; compare and contrast regions; describe human and physical changes in regions and identify the consequences of such changes; understand the ways in which regional systems are interconnected; illustrate and explain how places and regions serve as cultural symbols
- know the factors that influence patterns of rural-urban migration; know the ways in which human movement and migration influence the character of a place
- identify ways in which communities reflect the cultural background of their inhabitants

**WWSU SOCIAL STUDIES
GRADE 7**

Theme: Geography (continued)

and show how distinctive cultural landscapes may be associated with migrant populations; describe and explain the significance of patterns of cultural diffusion in the creation of Earth's varied cultural mosaics

- show an understanding of factors that influence the location of industries in the United States; understand how historic and contemporary systems of transportation and communication affect the development of economic activities; explain the primary geographic causes for world trade; know primary, secondary, and tertiary activities in a geographic context (ex. primary - coal mining; secondary - manufacturing; tertiary - service industry)
- know the causes and consequences of urbanization; know ways in which both the landscape and society change as a consequence of shifting from a dispersed to a concentrated settlement form; identify the internal spatial structure of cities
- know the effect of natural hazards on human systems in the United States or in other countries under study
- understand the reasons for conflicting viewpoints regarding how resources should be used; understand how energy resources contribute to the development and functioning of human societies
- know strategies for wise management and use of renewable, flow, and nonrenewable resources; describe the development and widespread use of alternative energy resources; understand the consequences of the use of resources in the contemporary world; know how the quality of the environment in large cities can be improved
- know world patterns of resource distribution and utilization; understand the role of technology in resource acquisition and use, and its impact on the environment
- know the ways in which the spatial organization of society changes over time

**APPENDIX II
WWSU SOCIAL STUDIES
GRADES 5 THROUGH 8**

GEOGRAPHICAL LAND FORMS

(Number in parentheses indicates the grade the term should be discussed)

altitude (6) archipelago (6) bluff (7) breakers (8) breakwater (8) butte (7) cape (6) cataract (5) cavern (7) cay/key (8) channel (5) chasm (7) cinder cone (5) continental shelf (8) contour line (7) coral reef (8) cove (8) crater (5) crevasse (5) cultivated land (6)	dell (7) delta (5) dike (6) divide (6) drainage basin (6) elevation (6) estuary (8) fall line (6) fjord (8) flood plain (5) glacier (5) glen (7) gulch (7) gulf (5) horizon (5) iceberg (5) inlet (8) irrigated land (6) isthmus (5) knob (7)	lagoon (8) mesa (7) pass (6) precipice (6) reef (8) shoal (8) snowline (5) steppe (7) strait (6) table (7) taiga (7) terrace (7) tide (8) timberline (6) vale (7) volcano (5) watershed (6) waves (8)
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Each grade level is responsible for reviewing the words from the year before and practicing the words in the grade above.

**WWSU SOCIAL STUDIES
PRE-KINDERGARTEN TO 12**

COMMUNITY SERVICE PROJECT GUIDELINES

Vermont Framework of Standards and Learning Opportunities

Vital Results – Service

- 4.1 Students take an active role in their community. This is evident when students:
- a. Plan, implement and reflect on activities that respond to community needs; and
 - b. Use academic skills and knowledge in real life community situations.

Democratic Processes

- 4.2 Students participate in democratic processes. This is evident when students:
- a. Work cooperatively and respectfully with people of various groups to set community goals and solve common problems.

In an effort to address these standards and promote social awareness and responsibility, the Committee expects all students Pre-K through 12 to participate in community service projects yearly. Community service projects may be pursued in a variety of subject areas as is relevant to the particular curriculum. A community service project carried out in the social studies will be an outcome of the social studies/history curriculum, and will be anchored in the fields of knowledge standards and related curricular content.

Projects can be designed and implemented in a variety of ways. In the earlier grades, it may be more appropriate for the teacher to direct the project, ensuring that students have the opportunity for reflection as well as for participation. As a student matures and develops more independence and awareness of the world around him/her, it can be expected that he/she would design a project which speaks to his/her unique interests and the need of the “community.”

Examples of community service projects could include, but are not limited to:

- Entire school participation in Green-Up Day;
- Student volunteer at the Humane Society;
- Student volunteer at Special Olympics;
- Student tutoring within the school or Washington West S.U.;
- Visiting the elderly;
- Fundraising for the American Cancer Society;
- Participating in a corporate run fundraiser to benefit research;
- In-school recycling; and
- Fundraising to assist local historical societies preserve the past.

**WWSU SOCIAL STUDIES
GRADE 8
INTRODUCTION**

Theme: World History - Global Middle Ages to European Renaissance: c.500-1750 CE

In 8th grade, students will once again study world history, following the study of ancient cultures and the European Middle Ages, which was begun in grades 5 and 6. This year will prepare students for the next study of world history in tenth grade, which begins at approximately 1750 and the Age of Revolutions. At first glance, it can be difficult to see obvious connections between this time period and the present day. However, through study, students will see that many current world events have their roots in this time period. Since much conflict and the change resulting from that conflict has come from differing religious beliefs (and religious ignorance and intolerance), the year should include an investigation of comparative religions.

Sub-Topics:

- I. Asian & Eurasian Empires: China, Japan, Mongol Empire, Ottoman Empire, Mughal India**
- II. African Empires: West, Central, South**
- III. South American Empires: The Incas**
- IV. European Renaissance**
- V. Protestant Reformation**
- VI. World Religions**
- VII. (Optional) Mesopotamia**

An effort should be made to tie this study of world history to current events of relevance to the students and the area and time being studied. As always, geography should be a major part of this course.

Theme: Geography

People must be geographically informed. This information must include studies investigating the world in spatial terms, places and regions, physical systems, human systems, environment and society, and the uses of geography. (National Geography Standards for Life: 1994, pg. 34-35). Teachers should refer to Appendix II for geographical terms, which should be used during instruction 5 to 8.

Community Service Project

Each year students will be involved in a project that betters their community, small or large. The guidelines are meant to "guide", not "impose", the type of community project in which an individual, small group, class, or whole school might choose to participate. A community service project carried out in the social studies will be an outcome of the social studies/history curriculum, and will be anchored in the fields of knowledge standards and related curricular content.

VT Standards addressed: 6.1; 6.3c, d; 6.4; 6.5; 6.6c,d; 6.7cc, dd; 6.11aa; 6.12; 6.13; 6.14aa; 6.15c, d; 6.16a, b, c; 6.20aa, bb, c; 6.25c
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**WWSU SOCIAL STUDIES
GRADE 8**

Theme: World History – Global Middle Ages to European Renaissance

I. Sub-Topic: Asian & Eurasian Empires

China 2200 B.C.E. to 220 C.E.

Questions to Consider:

1. How does the Chinese Empire differ from others?
2. What did the most important dynasties contribute to China and the world?
3. What teachings and religions influenced life in China during this time?
4. How did foreign contact change life in China?

Key Concepts:

- 1a. The Middle Empire in China experienced unbroken continuity of civilization, unlike Europe after the fall of Rome.
- 1b. China's geography isolated China from the rest of the world, which divided the people from each other and the world.
- 2a. During the Shang Dynasty bronze making technology impacted tools, weapons, and luxury goods.
- 2b. Feudalism developed under the Zhou Dynasty and a uniform way of writing helped spread feudalism.
- 2c. The Qin Dynasty unified ancient China.
- 2d. The Han Dynasty brought a period a creativity and inventions.
- 3a. Early Chinese believed in many gods and ancestor worship.
- 3b. Confucius, China's greatest teacher, promoted social harmony.
- 3c. Confucius outlined five basic relationships.
- 3d. The Moists, Legalists, and Taoists did not agree with Confucius' teachings.
- 3e. Confucius' teachings and ancestor worship are still an important part of Chinese culture.
- 4a. The rise of trade, both domestic and foreign, took place in the Middle Empire. This was the earliest "modern" market economy. The trans-Eurasian Silk Road impacted commerce and culture along its route.
- 4b. The Mongol emperors Genghis Khan and Kublai Khan invaded China and ended Chinese rule.

**WWSU SOCIAL STUDIES
GRADE 8**

Theme: World History – Global Middle Ages to European Renaissance

I. Sub-Topic: Asian & Eurasian Empires

Feudal Japan

Questions to Consider:

1. How did Japan's geography affect its history?
2. How did China influence Japanese culture?
3. What was the structure of feudalism in Japan?
4. What were some aspects of culture during this time in Japan?
5. When was feudalism centralized in Japan?
6. Who were some of the important people and clans of this time?

Key Concepts:

- 1a. Japan's seas have acted as a natural barrier, keeping Japan in isolation from much of the world, shielding it from invasion and allowing the Japanese culture to develop with little influence from other countries.
- 2a. Prince Shotoku used Buddhism to spread Chinese culture in Japan (ex: writing systems.)
- 3a. Japanese feudal society included the emperor, shogun ("great general"), daimyo (land owning nobles), and samurai (warriors).
- 4a. During this time, some aspects of Japanese culture included: the tea ceremony, noh and kabuki theater, bunraku puppets, origami, calligraphy, bonsai.
- 5a. Feudalism in Japan was centralized during the Togugawa shogunate.
- 6a. Some important people and clans of the time were the Fujiwara clan; Murasaki, writer of *Tale of Genji*; the Taira clan; The Minamoto clan led by Yoritomo; the Kamakura shogunate; the Ashikaga shogunate; Toyotomi Hideyoshi; Tokyawa Ieyasu; and General Oda Nobunaga.

**WWSU SOCIAL STUDIES
GRADE 8**

Theme: World History – Global Middle Ages to European Renaissance

I. Sub-Topic: Asian & Eurasian Empires

The Mongol Empire

Questions to Consider:

1. Why were the Mongols able to conquer so much territory so quickly?
2. What was the extent of the Mongol Empire?
3. What was the structure of Mongol society?
4. What was Genghis Khan's influence?
5. What were the most important effects of the Mongol Empire?

Key Concepts:

- 1a. The Mongols were powerful leaders, fierce warriors, and exceptional horsemen.
- 1b. In the harsh climate of the steppes of central Asia, the Mongols were initially hunters and then nomadic herders who often battled their neighbors for acceptable pasture land.
- 2a. At its height, the Mongol Empire included China, most of the Middle East, eastern Europe, and the intervening territory.
- 3a. Mongol society was made up of patrilineal family groups, clans related by kinship and tied together by "anda"—sworn brotherhood.
- 4a. Genghis Khan left his mark on the Mongol Empire by creating a tightly-structured army and a written language.
- 5a. The Mongols were fearsome warriors who were tolerant of all religions and promoted trade and travel which fostered the spread of ideas between Asia and Europe.

WWSU SOCIAL STUDIES
GRADE 8

Theme: World History – Global Middle Ages to European Renaissance

I. Sub-Topic: Asian and Eurasian Empires

The Ottoman Empire

Questions to Consider:

1. How was the Ottoman Empire formed?
2. How was the Ottoman Empire structured?
3. Who were some important leaders of the empire?
4. Why was Suleiman known as “Magnificent?”
5. What was the role of women in the Ottoman Empire?
6. What were some factors that led to the decline of the empire?

Key Concepts:

- 1a. Many Turkish tribes of central Asia were driven from their homelands by the conquering Mongols. One of the tribes that settled in Asia Minor was led by a chief named Osman. His followers came to be known as Ottomans. While fighting to expand Islam, his armies conquered land that formed the core of the empire.
- 2a. The Ottoman Empire consisted of a sultan, grand vizier, divan, harem, Janissary Corps, and millets.
- 3a. Important leaders of the empire included: Sultan Mehmed, Bayezid, Selim, and Suleiman the Magnificent.
- 4a. Under the rule of Suleiman the Magnificent, the Ottoman Empire accumulated great wealth and territory and undertook massive building projects. Poetry and art flourished and many laws were written.
- 5a. The women of the royal harem held a great deal of political power.
- 5b. Wealthy women in the empire could make their own social and economic decisions.
- 5c. Some historians call this period “the sultanate of women.”
- 6a. After 1571 conquests slowed down and revenues from conquered lands declined.
- 6b. Once a sailing route around Africa was discovered, it was no longer necessary to travel through the Ottoman Empire to reach India.
- 6c. As the janissaries gained more power, the strong central leadership of the sultan weakened.

**WWSU SOCIAL STUDIES
GRADE 8**

Theme: World History – Global Middle Ages to European Renaissance

I. Sub-Topic: Asian and Eurasian Empires

The Mughal Empire

Questions to Consider:

1. How did India's geography affect the development of the Mughal Empire?
2. What was the relationship of the Mughals to the Mongols?
3. Where did the Mughal Empire begin and to where did it spread?
4. Who were some important Mughal leaders?
5. How and when did the Mughal Empire decline?

Key Concepts:

- 1a. The Himalayas are natural barriers to invasion.
- 1b. India has forbidding mountain ranges as well as inviting valleys.
- 1c. India's geography led to political divisions between Hindus and Muslims.
- 2a. Babur, the founder of the Mughals, was related to Timur on his father's side and Genghis Khan on his mother's side.
- 3a. The Mughal Empire began in the north near the Ganges River and spread south to the Deccan Plateau.
- 4a. Some important Mughal leaders were Babur, Akbar, Jahangir, Shah Jahan, and Aurangzeb.
- 5a. After the death of Aurangzeb, Europeans were drawn to India for its pepper and spices and fine textiles, and began to force their way into Indian government.

**WWSU SOCIAL STUDIES
GRADE 8**

Theme: World History – Global Middle Ages to European Renaissance

II. Sub-Topic: African Empires

West Africa

Questions to Consider:

1. How did Ghana's location affect its growth as an empire?
2. What was the significance of salt to the growth of western African empires?
3. How and when did Mali replace Ghana as the major power in western Africa?
4. Who was Mansa Musa?
5. To where did power shift after the fall of Mali?
6. How was West African society structured?

Key Concepts:

- 1a. Ghana is located between the Sahel and the Sahara in the north and the highlands and tropical rainforests in the south. It is intersected by the Senegal and Ganbia Rivers.
- 2a. Salt was brought from the north and traded for gold which was found in the south. Ghana was a crossroad for this important trade exchange.
- 2b. In addition to goods, ideas were traded. This led to the spread of Islam.
- 3a. Mali replaced Ghana as the major West African power in 1235 with the Battle of Kirina.
- 4a. Mansa Musa was an important ruler of Mali from 1307 to 1332.
- 5a. After the death of Mansa Musa, power in West Africa shifted to the Songhai Empire.
- 6a. People lived in rural villages and were members of clans. Kinship was the basis of government. The male head of each clan became one of the village chiefs and often one of the religious leaders.
- 6b. Land was owned by clans. Clans educated members and found work for them with jobs handed out according to age and ability.

**WWSU SOCIAL STUDIES
GRADE 8**

Theme: World History – Global Middle Ages to European Renaissance

II. Sub-Topic: African Empires

Central and South Africa

Questions to Consider:

1. What were some of the major empires of central and south Africa?
2. What was Great Zimbabwe?
3. How were the Portuguese involved in trade in the Kongo empire?

Key Concepts:

- 1a. Zimbabwe and Kongo were two of the major empires of this area.
- 2a. Great Zimbabwe was a settlement built by the Shona people.
- 2b. It covered 200 acres and held 18,000 people.
- 2c. The people of Great Zimbabwe mined gold which they traded for Chinese silk, Indian glass beads, and Persian pottery.
- 3a. The Kongo Empire traded with the Portuguese--initially shells, salt, iron, copper, ivory, and raffia--and later, slaves.
- 3b. From the years 1500 to 1700, the number of Kongo slaves exported by the Portuguese increased from less than 50,000 to more than 1,200,000 per year.

**WWSU SOCIAL STUDIES
GRADE 8**

Theme: World History – Global Middle Ages To European Renaissance

III. Sub-Topic: South American Empires

The Incas

Questions to Consider:

1. How did the physical geography of the area affect the development of the Inca Empire?
2. In what ways were the Incas a technologically advanced civilization?
3. What was the extent of the Inca Empire?
4. How was Inca society organized?
5. What were the results of European contact with the Incas?

Key Concepts:

- 1a. The Andes mountains divided the empire into three distinct regions: coastal deserts, highlands, and Amazon rainforests.
- 2a. The Incas were responsible for finely made stonework, an empire-wide highway system, terrace farming, and vertical economy.
- 3a. At its height, the Inca Empire included 13 million people.
- 3b. The Inca Empire once included most of what is currently Ecuador, large parts of Peru and Bolivia, and some of Argentina and Chile.
- 4a. Inca society included nobility and commoners.
- 4b. Commoners had few individual freedoms and individuality was discouraged.
- 4c. There was little social mobility in the caste oriented Inca society.
- 5a. Francisco Pizarro, a Spanish conquistador, conquered the Incas with superior weapons—cannons and crossbows.
- 5b. The Incas were decimated by the European diseases of smallpox and measles against which the Incas had no immunity.

WWSU SOCIAL STUDIES
GRADE 8

Theme: World History – Global Middle Ages To European Renaissance

IV. Sub-Topic: Europe
The Renaissance

Questions to Consider:

1. Why did the Renaissance begin in Italy?
2. What were the reasons for the changes in European society during this time?
3. Where and how did the ideas of the Renaissance spread?
4. What were some of the aspects of art and architecture during the Renaissance?
5. Who were some of the important achievers of the Renaissance?

Key Concepts:

- 1a. Italy's organization of independent city-states and its location made trade easier with Asia, Africa, and the rest of Europe.
- 1b. With the trade of goods came the exchange of ideas from other parts of the world.
- 2a. The Plague, which killed 50% of Europe's population, shook the foundations of society.
- 2b. Many peasants who survived the Plague moved to towns and villages to find a better life.
- 2c. After the Plague, many people broke from the old bonds of church and feudal structures.
- 3a. The ideas of the Renaissance spread from Italy to the rest of Europe through trade and travel.
- 3b. Guttenberg's movable type printing press encouraged the spread of ideas.
- 4a. Renaissance art and architecture was influenced by classical styles.
- 4b. Subjects of artwork were no longer only religious.
- 4c. Perspective in art and architecture became important.
- 5a. Some important writers of the time were Petrarch, Boccaccio, Cervantes, Erasmus, More, Montaigne, and Shakespeare.
- 5b. Some medical achievers were Paracelsus and Paré.
- 5c. Some important artists and architects of the Renaissance were da Vinci, Michelangelo, Brueghel, van Eyck, and Brunelleschi.
- 5d. Some important women of the time were Isabella d'Este, Artemesia, Gentileschi, Louise Labé, Cassandra Fedele, and Marguerite of Navarre.

**WWSU SOCIAL STUDIES
GRADE 8**

Theme: World History – Global Middle Ages

V. Sub-Topic: Protestant Reformation

Questions to Consider:

1. Who were some of the first challengers to the Catholic Church?
2. What were some causes of people's distrust of the Church?
3. Who were some of the major Protestant reformers?

Key Concepts:

- 1a. Some early challengers to the church were King Philip IV of France and John Wycliffe.
- 2a. Many people saw the church as corrupt. Some priests sold "Indulgences" which were said to reduce or cancel punishment for sins that a person had committed.
- 2b. Fighting within the Church led to The Great Schism, in 1378, when the Church was divided into two factions, with two popes, one in Rome and one in Avignon, France.
- 3a. Some major Protestant reformers were Martin Luther, John Calvin, Ulrich Zwingli, and King Henry VIII of England.

**WWSU SOCIAL STUDIES
GRADE 8**

Theme: World History – Global Middle Ages To European Renaissance

VI. Sub-Topic: World Religions

Questions to Consider:

1. Explain the terms monotheistic and polytheistic.
2. What are the six most widely practiced religions in the world today?
3. What are the three major Semitic religions?
4. What are the three major Indian religions?
5. In what order were the six major religions developed?

Key Concepts:

- 1a. Monotheistic means the worship of a single god. Polytheistic refers to the worship of multiple gods.
- 2a. The six most widely practiced religions today are Hinduism, Buddhism, Christianity, Islam, Judaism, and Sikhism.
- 3a. The three major Semitic religions are Judaism, Christianity, and Islam.
- 4a. The three major Indian religions are Hinduism, Buddhism, and Sikhism.
- 5a. Hinduism was the earliest of today's major religions, followed by Judaism, Buddhism, Christianity, Islam, and Sikhism, in that order.

**WWSU SOCIAL STUDIES
GRADE 8**

Theme: World History – Global Middle Ages To European Renaissance

VII. Sub-Topic: Mesopotamia 5300 BCE to 539 BCE (Optional)

Questions to Consider:

1. What is a civilization?
2. How did the physical environment support the development of the civilization?
3. Which city-states and empires impacted life in Mesopotamia?
4. Who held the power in this region?
5. What contributions did these civilizations make?
6. What forms of worship began in this time period?
7. What is the basic foundation of Judaism?
8. How did interactions with other peoples influence the area?

Key Concepts:

- 1a. Various criteria have been used to define “civilization” and explain fundamental differences between civilizations and other forms of social organization such as hunter-gatherer bands and Neolithic agricultural societies. These include stable food supply, specialization of labor, system of government, and social levels; a highly developed culture includes art, architecture, religion, music, law, and frequently a system of writing.
- 2a. The natural environment of the Tigris-Euphrates Valley shaped the early development of civilization.
- 2b. Irrigation helped give rise to the Sumerian city-state.
- 3a. City-states of Sumeria were early examples of a civilization.
- 3b. There were differences between a city-state and an empire.
- 3c. There were three empires in Mesopotamia--Akkad, Assyria, and Babylonia--that influenced life in this region. (Religion, law, gender relations, economics, arts, and culture.)
- 4a. Key figures including Sargon, Shamshi-Adad, Hammurabi, Tiglath-Pileser, and Nebuchadnezzar, influenced the development of these societies.
- 5a. The origins of literacy can be found in early civilizations (cuneiform, hieroglyphic and Phoenician.)
- 5b. The Code of Hammurabi was written in Babylonian and influenced future laws and religions.
- 5c. Numerous inventions impacted life in this area (chariot, bronze, copper, iron, astronomy, and mathematics.)
- 6a. Polytheism and mother goddess worship played an important role in early civilizations.
- 6b. Judaism was the first monotheistic religion.
- 7a. The Bible is a significant historical source and the first part is called the Torah.
- 7b. Key rulers and prophets influenced the development of Judaism.

**WWSU SOCIAL STUDIES
GRADE 8**

**Theme: World History – Global Middle Ages To European Renaissance
(continued)**

- 7c. Jews and their culture were able to survive defeat and persecution by others.
- 8a. Commercial and cultural interactions contributed to change in the Tigris-Euphrates regions.

**WWSU SOCIAL STUDIES
GRADE 8**

Theme: Geography

Continents under study to apply geography skills – Asia, South America

Questions to Consider:

1. What is the relationship between people, places, and environments?
2. How are the identities and lives of individuals and peoples rooted in particular places called regions?
3. How do physical processes shape Earth's surface and interact with plant and animal life to create, sustain, and modify ecosystems?
4. How is the physical environment affected by human activities?
5. How does geography help people develop an understanding of the relationships between people, places and environments over time?

Key Concepts:

1. Relationships and patterns of various kinds can be understood through the use of maps and other geographic tools such as globes, graphs, charts, databases, aerial maps, and models.
2. Regions have their own physical and human characteristics and have been created by people to help them interpret Earth's complexity. Culture and experience influence people's perceptions of places and regions.
3. Many natural processes shape the Earth's surface (wind, water, movement of tectonic plates, etc.).
4. Human activity affects the Earth immediately and over time through man's economic (use of resources), social (patterns of settlement), and technological (buildings, roads, etc.) endeavors.
5. Geography can be used to help interpret the past, explain the present, and predict and plan for the future.

**WWSU SOCIAL STUDIES
GRADE 8**

Theme: Geography (continued)

By the end of Grade 8, the student will be able to:

- use map skills in the designated areas of study (Asia, South America) to:
 - a. develop and use different kinds of maps, globes, graphs, charts, databases, and models; know characteristics of different map projections
 - b. use geographic tools to pose and answer questions about spatial distributions and patterns on Earth
 - c. know the advantages and disadvantages of maps, globes, and other geographic tools to illustrate data
 - d. know that 60 minutes equals 1 degree and 1 degree of latitude is about 70 statute miles
 - e. know how to use latitude, longitude, and minutes to locate a place
 - f. determine time in different time zones in the world
 - g. identify and interpret different types of maps (climate, elevation and relief, road, population, physical, vegetation, historical, wind patterns, currents, etc.)
 - h. make a map of a given place that includes important land and man-made features
 - i. use a variety of geography sources - atlas, road atlas, historical atlas, globe, geographical dictionary to answer specific questions about geography
- know the major physical features, man-made features, cultural features, countries, urban areas (past and present) and capitals of continents under study
- identify locations of physical and human features and events on maps and globes; know the relative location of, size of, and distances between places under study; explain different ways in which places are connected and how these connections demonstrate interdependence and accessibility
- analyze the way in which people's mental maps reflect an individual's attitudes toward places under study
- describe the human characteristics of places (culture, religion, language, politics, family structure, land use, etc.)
- describe the physical characteristics of places (soils, land forms, vegetation, wildlife, climate). Know how technology shapes the physical and human characteristics of places (ex. satellite dishes, road construction, etc.)
- know the causes and effects of changes in a place over time
- define regions by being able to use physical and human criteria; compare and contrast regions; describe human and physical changes in regions and identify the consequences of such changes; understand the ways in which regional systems are interconnected
- understand the functions and dynamics of ecosystems; understand ecosystems in terms of their characteristics and ability to withstand stress caused by physical

**WWSU SOCIAL STUDIES
GRADE 8**

Theme: Geography (continued)

events; know changes that have occurred over time in ecosystems in the region and know the potential impact of human activities on the carbon, nitrogen, and oxygen cycle

- understand demographic concepts and how they are used to describe population characteristics of a region

**APPENDIX II
WWSU SOCIAL STUDIES
GRADES 5 THROUGH 8**

GEOGRAPHICAL LAND FORMS

(Number in parentheses indicates the grade the term should be discussed)

altitude (6) archipelago (6) bluff (7) breakers (8) breakwater (8) butte (7) cape (6) cataract (5) cavern (7) cay/key (8) channel (5) chasm (7) cinder cone (5) continental shelf (8) contour line (7) coral reef (8) cove (8) crater (5) crevasse (5) cultivated land (6)	dell (7) delta (5) dike (6) divide (6) drainage basin (6) elevation (6) estuary (8) fall line (6) fjord (8) flood plain (5) glacier (5) glen (7) gulch (7) gulf (5) horizon (5) iceberg (5) inlet (8) irrigated land (6) isthmus (5) knob (7)	lagoon (8) mesa (7) pass (6) precipice (6) reef (8) shoal (8) snowline (5) steppe (7) strait (6) table (7) taiga (7) terrace (7) tide (8) timberline (6) vale (7) volcano (5) watershed (6) waves (8)
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Each grade level is responsible for reviewing the words from the year before and practicing the words in the grade above.

**WWSU SOCIAL STUDIES
PRE-KINDERGARTEN TO 12**

COMMUNITY SERVICE PROJECT GUIDELINES

Vermont Framework of Standards and Learning Opportunities

Vital Results – Service

- 4.1 Students take an active role in their community. This is evident when students:
- a. Plan, implement and reflect on activities that respond to community needs; and
 - b. Use academic skills and knowledge in real life community situations.

Democratic Processes

- 4.2 Students participate in democratic processes. This is evident when students:
- a. Work cooperatively and respectfully with people of various groups to set community goals and solve common problems.

In an effort to address these standards and promote social awareness and responsibility, the Committee expects all students Pre-K through 12 to participate in community service projects yearly. Community service projects may be pursued in a variety of subject areas as is relevant to the particular curriculum. A community service project carried out in the social studies will be an outcome of the social studies/history curriculum, and will be anchored in the fields of knowledge standards and related curricular content.

Projects can be designed and implemented in a variety of ways. In the earlier grades, it may be more appropriate for the teacher to direct the project, ensuring that students have the opportunity for reflection as well as for participation. As a student matures and develops more independence and awareness of the world around him/her, it can be expected that he/she would design a project which speaks to his/her unique interests and the need of the “community.”

Examples of community service projects could include, but are not limited to:

- Entire school participation in Green-Up Day;
- Student volunteer at the Humane Society;
- Student volunteer at Special Olympics;
- Student tutoring within the school or Washington West S.U.;
- Visiting the elderly;
- Fundraising for the American Cancer Society;
- Participating in a corporate run fundraiser to benefit research;
- In-school recycling; and
- Fundraising to assist local historical societies preserve the past.