

Policy 707.10.23

Social Studies, History, and Geography Curriculum



Rationale based on Scripture

God is the Creator of all things, including social studies, history, and geography. Our school is committed to providing students with a quality education in social studies, history, and geography so they can function effectively as Christians in their church, community, and country. A quality education in social studies, history, and geography will help students succeed in high school, in the workplace, and help them witness to friends, neighbors, and co-workers about our Savior.

Exit goals for graduation

Students will demonstrate proficiency, understanding, and/or commitment to the following set of exit goals upon graduation. The level of proficiency of these exit goals will be dependent upon the individual gifts and effort of the student and at what grade the student started attending Christ the King.

- Demonstrate a positive attitude toward social studies, history, and geography
- Observance of God's hand throughout history
- Basic understanding of different cultures in the world
- Knowledge of our country's history from discovery through World War II
- Knowledge of Washington state history
- Basic understanding of our government and how it operates
- Knowledge of geographical terms
- Able to identify US states and capitals and countries and capitals around the world

Grade level measurable objectives

At the end of each school year, students will demonstrate proficiency, understanding, and/or commitment to the following set of grade specific measurable objectives in these classifications: knowledge, skills, and attitudes.

The level of proficiency of these measurable objectives will be dependent upon the individual gifts and effort of the student and at what time of year the student started attending Christ the King.

Kindergarten

K-4 use Impact Social Studies from McGraw Hill. The following are the measurable objectives for the kindergarten book.

Chapter 1: Good Citizens

- **Essential Question:** How do people learn and work together?
- **Chapter Overview:** In this chapter, explain to children that they will learn about the ways people learn and work together and how citizens cooperate with each other. They will learn about rules and laws and why we need them. Children will gain an understanding of what makes them unique and how they can be good citizens in their school, community, state, and country.
- **Chapter Objectives**
 - **Explore** ways in which individuals are unique.
 - **Explain** how individuals cooperate with one another.

- **Determine** what rules are and why people need them.
- **Tell** the importance of laws and of following laws.
- **Describe** what it means to be a good citizen.

Chapter 2: Our World

- **Essential Question:** Where Do we Live?
- **Chapter Overview:** In this chapter, explain to children that they will investigate where they live. They will learn about people, places, and things they can find in their schools and neighborhoods and how they can take care of their neighborhood. Children will gain an understanding of how they are part of their state, country, and world.
- **Chapter Objectives**
 - **Name** people and places found at school and in the neighborhood.
 - **Identify** city, state, and country.
 - **Describe** the ways people move from place to place.
 - **Tell** ways to take care of a neighborhood.
 - **Create** a map of the neighborhood.

Chapter 3: Our Country

- **Essential Question:** What does it mean to be an American?
- **Chapter Overview:** In this chapter, explain to children that they want to investigate how people celebrate and show pride in America. They will learn about important symbols, holidays, places, and people in our country. They will also gain an understanding of the many different ways we are Americans.
- **Chapter Objectives**
 - **Name** Leaders in our cities, states, and country.
 - **Identify** national symbols.
 - **Describe** national holidays and how they are celebrated.
 - **Tell** the importance of people and places in our country's history.
 - **Create** a celebration board.

Chapter 4: Life Long Ago and Today

- **Essential Question:** How has our world changed?
- **Chapter Overview:** In this chapter, explain to children that they will investigate life in the past period. They will learn about what homes, communities, transportation, and our nation were like long ago and identify similarities and differences between then and now. Children will gain an understanding of how things change over time.
- **Chapter Objectives**
 - **Describe** the life of people who lived in the past.
 - **Explain** how communities and schools have changed over time.
 - **Tell** how travel and maps have changed over time.
 - **Identify** the groups of people who first lived in our country.
 - **Make** a timeline and place events in chronological sequence.

Chapter 5: All About Work

- **Essential Question:** Why do people have jobs?

- **Chapter Overview:** In this chapter, explain to children that they will investigate why people have jobs. Children will learn about the work they do at school and the jobs people do in their community and around the world. They will compare technology and tools people used long ago with the technology and tools people use today. Children were gaining understanding of how people work and why work is important. They will also explore needs and wants and the difference between them.
- **Chapter Objectives**
 - **Summarize** where people work.
 - **Explain** the difference between needs and wants.
 - **Name** jobs in the community.
 - **Describe** how jobs have changed over time.
 - **Identify** different kinds of jobs around the world.

First-Second Grade Social Studies

K-4 use Impact Social Studies from McGraw Hill. First and second grade have class together and split the second grade book over the two years. The following are the measurable objectives for the second grade book.

Chapter 1: Today and Long ago

- **Essential Question:** Why is it important to learn about the past?
- **Chapter Overview:** In this chapter, children will investigate how communities have changed and also remained the same over time. They will learn about the study of the past and the tools we use to study history. Children will gain a growing understanding of the vocabulary used to discuss the past.
- **Chapter Objectives**
 - **Investigate** how things change over time and how they stay the same.
 - **Interview** an adult and create a timeline of the local community.
 - **Compare** the past and the present.
 - **Explore** ways immigration impacts the United States, in the past and today.
 - **Investigate** history through artifacts and photographs.

Chapter 2: People, Places, and Environments

- **Essential Question:** How Does Geography Help Us Understand Our World?
- **Chapter Overview:** In this chapter, children will investigate the tools we use to study geography. They will learn how geography affects people and the ways in which people use the land. Children will gain a growing understanding of how to use maps and globes and the vocabulary we use to talk about geography.
- **Chapter Objectives**
 - **Use** geography to learn more about where you live.
 - **Describe** people and the different places they live.
 - **Explore** your community and how it affects who you are.
 - **Engage** in conversations about your community.
 - **Explain** how and why communities change.

Chapter 3: Economics: Goods and Services

- **Essential Question:** How do we get what we want and need?
- **Chapter Overview:** In this chapter, children will investigate foundational economic concepts. They will learn about wants, needs, goods, and services. Children will gain an understanding of how producers and consumers rely on each other and how communities get what they need.

- **Chapter Objectives**
 - **Determine** the difference between needs and wants.
 - **Investigate** work done to provide goods and services.
 - **Explore** how products and consumers depend on each other.
 - **Discover** how food is produced.
 - **Explore** how communities work to get what they need.

Chapter 4: How Government Works

- **Essential Question:** Why do we need government?
- **Chapter Overview:** In this chapter, children will investigate the role government and how government affects their lives. They will learn about the differences between rules and laws and how rules and laws help citizens and countries get along. They will also learn how citizens and countries work together to make their communities, and the world, a better place to live.
- **Chapter Objectives**
 - **Explain** why we have rules and distinguish between rules and laws.
 - **Describe** how laws are made including the role different branches of government have in making laws.
 - **Discuss** the functions of federal and state governments.
 - **Explore** why people need to follow laws and what happens when laws are not obeyed.
 - **Investigate** the ways citizens and governments work together to solve problems and how countries cooperate with each other.

Chapter 5: People Who Make a Difference

- **Essential Question:** How can people make a difference in our world?
- **Chapter Overview:** In this chapter, children will investigate the people who have made and still make a difference in our world. They will learn about the qualities that make these people admirable and even heroic. Children will build the understanding that each of us has a role in making a difference and think about how they can make a difference in the world.
- **Chapter Objectives**
 - **Investigate** how people have made and can make a difference in the world.
 - **Explore** different ways to make an impact, from social justice to scientific discoveries.
 - **Investigate** how art and athletics can impact our world.
 - **Compare** different perspectives on what qualities make a hero.
 - **Create** a buddy bench for the school.

Third-Fourth Grade Social Studies

K-4 use Impact Social Studies from McGraw Hill. Third and Fourth grade have class together and split the second grade book over the two years. The following are the measurable objectives for the fourth grade book.

Chapter 1: The land and people of the United States

- **Essential Question:** How does America use its strengths and face its challenges?
- **Chapter Overview:** In this chapter, students will explore strengths of America's land and its people. They will learn about the geography and resources of different regions. They will identify the cause and effect of key events in American's history, the differences among the branches of government, and basic economic

concepts. Students will consider how people of diverse backgrounds and cultures have contributed to our country.

- **Chapter Objectives**

- **Identify** geographic features used to analyze regions in the United States.
- **Explain** the challenges of events in America's history in shaping its growth.
- **Define** the powers of federal, state, and local governments.
- **Describe** the elements that make up the economy and how it affects individuals, businesses, and governments.
- **Identify** ways traditions of different cultures are celebrated in the United States today.
- **Create** an advertisement promoting America's greatest strength.

Chapter 2: The Northeast

- **Essential Question:** Why have people moved to and from the Northeast?
- **Chapter Overview:** In this chapter, students will explore the lives of people who lived in the Northeast, from early Native Americans and European settlers to today's immigrants. They will read about the Northeast's diverse geography, important events in America's history, key conditions that powered the Industrial Revolution, and various attractions in the region.

- **Chapter Objectives**

- **Describe** the geographic features unique to the Northeast and its effect on the people who have lived there.
- **Explain** why new ideas that prospered in the Northeast helped start the revolution against Great Britain.
- **Define** conditions that worked together to start the Industrial Revolution.
- **Describe** how the education system, reform movements, opportunities, and tourist attractions draw people to the Northeast.
- **Provide** examples of people, places, and organizations from the Northeast that have impacted world events.
- **Write** a creative nonfiction story from a historical figure's point of view about changes that have occurred in the northeast since the Revolutionary War.

Chapter 3: The Southeast

- **Essential Question:** How has the Southeast changed over time?
- **Chapter Overview:** In this chapter, students will investigate changes in the Southeast from early settlements to the people and economy today. They will examine how geography, economics, and historical events change people's lives. They will compare conflicts in the Southeast during the Civil War and the rebuilding efforts that led to modern industries and new opportunities.

- **Chapter Objectives**

- **Describe** the unique environment of the Southeast and explain how people who live there have used its resources.
- **Identify** causes of regional growth and how it affected Southeast peoples.
- **Tell** the conflicts and resolutions regarding Native Americans, slavery, and civil rights for African Americans shaped the Southeast.
- **Describe** how people in the southeast helped the region prosper since the Civil War.

- **Provide** examples of how citizens in the southeast have taken action to overcome challenges and disasters.
- **Write** a newspaper article that describes a change over time in the government, geography, population, or economics of the Southeast.

Chapter 4: The Midwest

- **Essential Question:** How does the Midwest reflect the spirit of America?
- **Chapter Overview:** In this chapter, students will investigate changes during the time of early Native Americans, settlers, immigrants, and the people who live in the Midwest today. They will examine growth and conflict in the region and how it adapted to the modern economy while still retaining its traditions.
- **Chapter Objectives**
 - **Explain** how the climate and geography affected the lives of early peoples.
 - **Explore** what influenced early settlers to move to and through the Midwest.
 - **Examine** how proximity to the Great Lakes and other waterways helped major cities in the Midwest grow.
 - **Describe** how the Midwest addressed issues of modern economic growth while maintaining its roots.
 - **Draw** conclusions about contributions of the Midwest and how they affected global conditions.
 - **Use** information from a variety of sources to plan a road trip to four or five Midwestern places that are known for interesting historical events, geographic sites, centers of economy, or homes of famous leaders.

Chapter 5: The Southwest

- **Essential Question:** How does the Southwest reflect its diverse past and unique environment?
- **Chapter Overview:** In this chapter, Students will investigate the geography and the lives of early Native Americans of the southwest and how the arrival of the Spanish impacted the region. They will learn how different events affected the southwest and explore the culture and the economy of the southwest today. Students will also investigate how the region has contributed to advancements in science.
- **Chapter Objectives**
 - **Describe** the harsh environment of the Southwest and how early Native American groups adapted to it.
 - **Tell** how Spanish explorers impacted Native Americans of the southwest.
 - **Write** about events and opportunities that attracted people to the region or discourage them from moving to the region.
 - **Describe** how the southwest makes unique contributions to the United States' economy and culture.
 - **Tell** how and why the region supports Space Research and exploration.
 - **Plan** a TV show about what makes the southwest unique.

Chapter 6: The West

- **Essential Question:** What draws people to the West?
- **Chapter Overview:** In this chapter, Students will investigate how early cultures developed in a region with the most varied landforms and climates in the United States. They will explore the reasons that diverse

groups of people later came to the West and how the groups struggled with new challenges that influence the West today.

- **Chapter Objectives**

- **Explain** how early peoples adapted to the geography and environment of the West.
- **Investigate** why different groups of people migrated to the region.
- **Analyze** how people reacted to challenges during key regional and national events.
- **Describe** some natural resources of the West and how they affect the economy.
- **Explain** that the industries of the region that contribute to its worldwide success.
- **Use** information from research to make a documentary about a group of people who made an important impact in the West and how the people changed history.

Third-Fourth Washington State Geography

Third-Fourth graders use Washington Our Home, 2nd Edition to meet the state's Washington state geography and history requirements. Following are the objectives for each chapter.

- Chapter 1: Geography is the Stage - EQ: How does geography shape the way we live?
- Chapter 2: Native People - EQ: Who are the first people in Washington and how did they sue their surroundings to meet their needs?
- Chapter 3: Explorers and Fur Traders - EQ: How did early exploration, encounters, and trade shape our history?
- Chapter 4: Early Immigration and Settlement - EQ: What groups came to settle in Oregon Country?
- Chapter 5: Territories and Treaties - EQ: What events caused conflict and change in Washington's early history?
- Chapter 6: Our Government - EQ: What are the roles and responsibilities of citizens and government in Washington?
- Chapter 7: Working in Washington - EQ: How do economic decisions affect our quality of life?

Fifth – Sixth World History (even years)

5th-8th use Interact Simulations primarily to study history. 5th-6th study US History (explorers through the American Revolution) odd years and study World History units even years. Following are the 5th-6th World History units.

Christendom

- **Phase 1 Feudalism:** The immersion into CHRISTENDOM begins as students deal with the political and military system of medieval Europe. Specifically, this first phase includes materials with a wide range and appeal. After reading an historical overview essay, a guided imagery lesson draws students back nearly one thousand years into feudal days. They choose a medieval name and occupation, learn about castles, give their manor a name, and finally, create a feudal contract between lord and vassal in three five-minute negotiating sessions with farthings rewarded to those who effectively handle the negotiations.
- **Phase 2 Manorialism:** The economic system, manorialism, takes up this phase and simulates life on a manor. Students become manor residents, participate in an oath-of-homage ceremony, draw a manor map, and build manor dwellings. Finally, students play the medieval game of Tic-Tac-Toe to review their newly acquired knowledge from Phases 1 and 2. Possibly included in this phase is an optional activity in which a serf family is interviewed.

- **Phase 3 Knighthood:** After experiencing peasant life in Phase 2, students now role-play more exciting and dangerous people: the mounted warriors of this time—the knights. Students first learn about knighthood’s stages and code of behavior. They study the stages of knighthood, review the chivalric duties of a knight, and then sally forth on a SQUIRE’S CHALLENGE to become a knight by showing their loyalty and devotion to the code they have sworn to uphold. Next, students create a heraldic coat of arms for display and complete their journey through the stages of knighthood with a tournament joust. To review the information studied in the first three phases, students compete in a “Medieval Jeopardy” exercise.
- **Phase 4 Monastery:** The previous rousing lifestyle of a knight ends abruptly as students enter the silent, solitary, and spiritual world of a monk in Phase 4. The church’s impact and pervasive role in the Middle Ages is explored as all “brothers” take a monk’s vow. Then the abbot, or head monk, leads them through a typical day of meditation, recreation, and finally the illumination of medieval manuscripts in the scriptorium.
- **Phase 5 Crusades:** The impact and stirring events of this religious quest to the Holy Land come alive in this phase. Students learn the essential facts, become inspired by Pope Urban II’s speech, complete a crusader’s map of their bold journey, and then choose a manor “champion” to demonstrate his/her geographic competence. Bedecked with helmets and newly found zeal, students set off to cross Europe, touch upon its cities, and finally reach their goal—Jerusalem. The journey may take them throughout your classroom or school campus as they halt at various cities to answer questions about the historic crusades and their significance.
- **Phase 6 Guilds:** This entrepreneurial phase thrusts your students into the commercial origins of the modern world as they set up guilds to produce goods for market day. A guild sign must be produced for an illiterate population, and students must simulate producing products to be sold along Guild Street in their growing European town. High guild standards must be met before a student’s works are judged to be masterpieces so that he/she earns the title of master craftsman. With a sacred oath and a predetermined fee, students who have met the guild requirements may join their guild.

China

- **Li 1: Introduction to Chinese Culture** After reading a short background essay on the ancient Chinese conception of the universe, each hsing constructs a vertical banner depicting the clan name, its sacred animal, season, color, and lucky number—all items representing one of the five essential world elements in Chinese philosophy. Students also draw a freehand map of China, use calligraphy to write Chinese words and numbers (including their own names), and learn about the virtues taught by ancient Chinese mythology. Learning is enhanced by giving and taking notes on tableau performances presented by each hsing.
- **Li 2: The Great Wall** Students are introduced to Chinese history through analyzing a background essay and building a Great Wall illustrated timeline. They then test their fate on the Great Wall Gameboard by throwing the “I Ching” instead of dice and by answering questions about what they have learned in Li 1 and Li 2. Hsings now begin to accumulate Civil Service Points and what they learn to call the Chinese “flying money,” the precursor to modern government promissory notes, or what we know today as “paper money.” Finally, based on their performances in the above competition, students are awarded “clan rank” and complete their Chinese identity badges begun earlier.
- **Li 3: The Silk Road** Hsings construct 3-D representations of the diverse geographic features they encounter as they “travel” the ancient caravan route and meet Marco Polo. During the journey they listen to the ancient fairy tales of China (many that we often, today, call our own) and use their historical travel experiences to write and illustrate original fairy tale pop-up books. Additionally, each hsing creates one or

more Billboards of the Silk Road, advertising the science and technology of China that became so important to the West.

- **Li 4: The Forbidden City** Student clans first make their way through the maze of the Forbidden City while participating in a variety of activities testing their fate with the Yin and the Yang. Next they illuminate the universe with lantern poetry and reach for the heavens with a kite competition, all for the coveted throne of the emperor and the Mandate of Heaven.
- **Li 5: The Banquet of Fortune** In this final li students participate in a tournament where they construct and compete in three of China's most treasured pastimes: Chinese Chess, Chinese Dominoes, and the ancient game of Go. Students learn brush-painting techniques when not competing in the tournament. As the simulation comes to its end, students have a unique opportunity to sum up their experiences in a personal proverb and a self-made fortune cookie. Then it is time to discover who has gained the Mandate of Heaven!

Japan

Knowledge

- the history of Japan
- the Japanese attitudes that have shaped history
- the organization of a feudal society
- the importance of intercultural exchange
- the strategies behind survival in early times
- the similarities and differences between eastern and western societies
- the geography of Japan and its surrounding area

Attitudes

- understanding life and values in a different society
- learning the role of honor, self-respect, and national pride
- appreciating the art, culture, and religion of Japan
- respecting the differences of other people and other societies
- realizing that cooperation is important for success

Skills

- reading and listening for information
- discovering comparisons and differences
- creating strategies and long-range plans
- balancing a mathematical accounting sheet
- cooperating with teammates
- learning the role of history in shaping the present

Fifth – Sixth US History (odd years)

5th-8th use Interact Simulations primarily to study history. 5th-6th study US History (explorers through the American Revolution) odd years and study World History units even years. Following are the 5th-6th US History units.

Explorers

Standard 1: Chronological Thinking

The student is able to:

- Identify temporal structure of a historical narrative or story.

Standard 2: Historical Comprehension

The student is able to:

- Reconstruct the literal meaning of a historical passage by identifying who was involved, what happened, where it happened, what events led to the developments, and what consequences or outcomes followed.
- Differentiate between historical facts and historical interpretations.
- Read historical narratives imaginatively.
- Appreciate historical perspectives—(a) describing the past on its own terms, through the eyes and experiences of those who were there; (b) considering the historical context in which the event unfolded.
- Draw upon data in historical maps.
- Utilize visual, mathematical, and quantitative data presented to clarify, illustrate, or elaborate upon information presented in the historical narrative.

Standard 2: Historical Comprehension

The student is able to:

- Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions by identifying likenesses and differences.
- Consider multiple perspectives of various peoples in the past by demonstrating differing motives, beliefs, interests, hopes, and fears.
- Analyze cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.
- Distinguish between unsupported expressions of opinion and informed hypotheses grounded in historical evidence.
- Hold interpretations of history as tentative, subject to changes as new information is uncovered, new voices heard, and new interpretations broached.

Standard 5: Historical issues analysis and decision making

The student is able to:

- Identify issues and problems in the past and analyze the interests, values, perspectives, and points of view of those involved in the situation.

Discovery

Knowledge

The student will experience:

- Why people explore and establish colonies.
- How the availability of natural resources can affect a colony's success or failure.
- How to determine the best potential locations for a colony.
- Why careful planning and preparation are necessary for the successful completion of a task.
- Why nations have flags and what they mean.
- How geography, weather, and nature affected the American colonists.
- What supplies colonists needed to survive.
- What hardships and hazards colonists faced on a daily basis.

Attitudes

The student will experience:

- Understanding the motivations which drove colonists to the New World.
- Appreciating the difficulties early colonists faced.
- Gaining satisfaction through effective role playing.

- Understanding how the division of labor assists a group in solving a problem.
- Recognizing the value of cooperation in achieving group goals.
- Understanding the frustration and helplessness of facing unknown and uncontrollable hazards.

Skills

The student will experience:

- Using latitude and longitude while locating places on a map.
- Interpreting and reading maps and legends.
- Designing a personal map.
- Applying knowledge in a practical way.
- Effectively dividing a large task among a group.

Patriot

Standard 1: Chronological Thinking

The student is able to:

- Identify the temporal structure of a historical narrative or story.
- Interpret data presented in time lines and create time lines.

Standard 2: Historical comprehension

The student is able to:

- Reconstruct the literal meaning of a historical passage by identifying who was involved, what happened, where it happened, what events led to these developments, and what consequences or outcomes followed.
- Identify the central question(s) the historical narrative addresses and the purpose, perspective, or point of view from which it has been constructed.
- Read historical narratives imaginatively.
- Appreciate historical perspectives.
- Draw upon data in historical maps.
- Draw upon visual, literary, and musical sources to clarify, illustrate, or elaborate upon information presented in the historical narrative.

Standard 3: Historical Analysis and Interpretation

The student is able to:

- Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions.
- Consider multiple perspectives of various people in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears.
- Analyze cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.
- Compare competing historical narratives.
- Hold interpretations of history as tentative, subject to changes as new information is uncovered, new voices heard, and new interpretations broached.
- Hypothesize the influence of the past, including both the limitations and the opportunities made possible by past decisions.

Standard 4: Historical Research Capabilities

The student is able to:

- Formulate historical questions from encounters with historical documents, eyewitness accounts, letters, diaries, artifacts, photos, historical sites, art, architecture, and other records from the past.
- Obtain historical data from a variety of sources.

- Support interpretations with historical evidence in order to construct closely reasoned arguments rather than facile opinions.

Standard 5: Historical issues-analysis and decision-making

The student is able to:

- Identify issues and problems in the past and analyze the interests, values, perspectives, and points of view of those involved in the situation.
- Formulate a position or course of action on an issue by identifying the nature of the problem, analyzing the underlying factors contributing to the problem, and choosing a plausible solution from a choice of carefully evaluated options.

Seventh – Eighth World History (even years)

5th-8th use Interact Simulations primarily to study history. 7th-8th study US History (American Government through WWII) odd years and study World History units even years. Following are the 7th-8th World History units.

Renaissance

- **Quantum I:** Team building introduces the simulation as well as activities for team building, personal responsibility, and vocabulary and language arts. Students form teams, make commitments, and begin a log of their experiences and personal observations.
- **Quantum II:** Pre-Time flight Planning includes the first segment of activities that take students through the unit. Here they participate in pre-time flight planning, including preparation for becoming a Renaissance visitor. Students get involved in research about such aspects of Florentine life as couture, customs and eating habits, slang, as well as map reading. This quantum also serves as the “launching pad” for competing in the board game.
- **Quantum III:** Board Game is the most competitive quantum and requires the most team effort as well as decision making, research, and critical thinking. Student teams use an authentic (although modified) Renaissance game board to learn about Florentine daily life: How did people earn money? What did they eat? How did they perform daily tasks? etc. Additionally, students travel outside Florence and learn about transportation, reading a city map, and learning about important landmarks still in use today. As each team reaches the end of the gameboard matrix and rescues a treasure, it must present an in-depth research project on that treasure and its famous initiator. All teams do this to earn the coveted and internationally recognized currency of the time—the florin.
- **Quantum IV:** Debriefing ends the simulation with debriefing activities which allow students to evaluate how their lives today have been influenced by the intellectual and artistic explosion of the period. Additionally, they are challenged to speculate on what our world might be like if, in fact, many of the “rescued treasures” had never been known.

Romans

- **Via I:** Daily Life begins with students becoming members of a Roman extended family called a “gen” in Latin or clan in modern English. They acquire Roman names, build a Roman domus (house), read Roman myths, are introduced to Roman history, complete several cooperative learning exercises on Roman daily life, and make wooden standards to hang the badges of honor called “corona” won by their groups.
- **Via II:** Forum of Roma begins with a historical overview emphasizing Roman government and the Roman system of elections. In preparation for the election, students travel back and forth on a Forum of Roma gameboard, using knucklebones, answering questions, doing research, and making small projects while

testing their fate and collecting VOTE CARDS. After the election, students try to discover what happened to the republic and why it became a dictatorial empire.

- **Via III:** Temple of Apollo provides students an opportunity to demonstrate their artistic skills while applying what they learn about the Roman arts. They have choices in the presentation of projects that include the theater, mosaic art, and mythology. They also begin a long-range individual project in which they select a famous or infamous historical figure to be their guest at a Banquet given during the last Via.
- **Via IV:** Pax Romana has the gen groups first create various maps that show the stages of the expansion of the Roman Empire. They then cooperate to produce a large-scale map that incorporates the geography and characteristics of the provinces. They make enlarged maps of one region, including the roads, products, geographic features, cities, landmarks and points of interest, etc. These region maps then are joined into a large and comprehensive classroom map. Next, the gens do an essay analysis concerning the causes of the fall of Rome. They then complete, with the teacher's guidance, an Historical Timeline showing the rise and fall of the Roman Empire. Finally, this Via ends with a take-home test that deals with the Roman emperors and military figures as well as bringing together all the geography and general history of the empire.
- **Via V:** History/Mystery "Who Killed Mama Roma?" is designed to be a playful, yet very academically serious, reinforcement of the understandings students gained regarding the fall of Rome in Via IV. This Via is in the form of a one-act play focusing on a "wake" for Mama Roma. The characters who speak are stereotypical creations of each of the major factors that were involved in Mama Roma's life and in her demise. The vocabulary exercise helps students understand the dialogue as well as the emotion of the moment.
- **Via VI:** Circus Maximus is designed to be an overview quiz or test covering data from all the previous Vias in which one group is pitted against another in answering questions to earn travel moves in their "chariots" around the Circus Maximus gameboard. This Via also acts to tie together the daily life, the government, the art, and the rise and fall of the empire in a highly motivating atmosphere.
- **Via VII:** Banquet provides a real upbeat way to end ROMANS. The gen having the most denarii points is declared the Grand Gen of Rome and becomes the guest of honor at a fine banquet prepared by various gen committees. This Via provides students with an opportunity to introduce their guests—that is, their Life-Sizers—to the rest of the class, feed on the food of the gods, listen to speeches of praise about the Grand Gen of Rome, and, finally, be entertained by various talented Romans.

Liberte'

Knowledge

- The development in 18th century France of the critical economic situation which precipitated the revolution
- The rigidity of class distinctions, with the very few inheriting privileges from medieval feudalism
- The difficulty of effecting political change in a highly explosive atmosphere
- The key events, concepts, and men related to the French Revolution (1789-1794)
- The degrees of revolutionary opinion, ranging from radical to reactionary
- The process of conducting research, presenting evidence, and reaching conclusions against or in support of the king's behavior
- A brief encounter with the Reign of Terror

Skills

- To research and decide financial and political alternatives
- To work with a group to establish a more stable government

- To make political decisions in the face of rapidly changing events
- To research evidence, examine data, form generalizations, test hypotheses, and draw reasonable conclusions
- To present the conclusions with data during the trial of the king

Attitudes

- The frustration of coping with a financially discouraging situation
- The excitement of acquiring or losing status as the revolution progresses
- An appreciation of the democratic process by contrasting it with aristocratic caprice, clerical control, bourgeoisie idealism, and popular violence
- The discouragement of trying to make good political decisions under the pressure of several alternatives
- The difficulty of thinking clearly while experiencing the tension of trying the king
- The helplessness of being a victim of Robespierre in the Reign of Terror

Seventh – Eighth US History (odd years)

5th-8th use Interact Simulations primarily to study history. 7th-8th study US History (American Government through WWII) odd years and study World History units even years. Following are the 7th-8th US History units.

Branches of Government

Knowledge

- Become familiar with a brief history of the writing of the Constitution
- Describe the make-up and primary responsibilities of the Legislative Branch and the way in which it shares powers and functions with the other branches of the federal government
- Describe the make-up and primary responsibilities of the Executive Branch and the way in which it shares powers and functions with the other branches of the federal government
- Describe the make-up and primary responsibilities of the Judicial Branch and the way in which it shares powers and functions with the other branches of the federal government
- Describe how a bill becomes a law
- Recite the Preamble to the Constitution
- Learn the names of the President and Vice President
- Learn the names of their Senators and Representative
- Describe how the Constitution is amended
- Describe the role of the Electoral College when electing a President
- Describe the process of Impeachment

Skills

- Read a primary source (excerpts from the Constitution) with understanding
- Create and use graphic organizers to learn and share content
- Work cooperatively within a team, as part of an expert/jigsaw group, or a member of a whole class
- Learn how to contact their President, Representative, and Senators by phone, mail, or e-mail
- Organize and complete individual tasks

Attitudes

- Appreciate the continued relevance of learning about the United States Constitution
- Appreciate the importance of maintaining a balance of power among the three branches
- Appreciate the value of using graphic organizers as study tools

Civil War

Knowledge

- Learn a general history of the Civil War
- Learn and understand the causes of the war, including the economics of sectionalism and how slavery influenced every major event in the 1850s
- Learn and understand the role leadership played in guiding both sections through the war, including political and military leaders
- Learn and understand the chief political, economic, social, and cultural differences between North and South
- Learn and understand what it was like to be an actual combatant during the Civil War
- Learn the essential facts of at least ten major events and battles
- Learn and make use of key historical terms and names relating to the Civil War
- Identify military rank, size of army units, and weapon power as it relates to “combat” competition in this unit and to the real Civil War
- Learn and understand how the two sections compared in several categories on the eve of the Civil War, as a way of predicting eventual victory or defeat
- Become familiar with several Civil War history-makers who played key roles in the war
- Participate in activities to clarify, demystify, inspire, educate, vivify, and entertain
- Learn and understand the basic procedures and sequence of the simulation within this Civil War unit
- Discard common myths about Civil War events and especially about its leaders (e.g. Lincoln and Lee)

Skills

- Identify and locate key places (including states, rivers, valleys, cities, mountain ranges) in the U.S. as they relate to Civil War history
- Use strategies to read with understanding, contribute to discussions, and interpret content
- Function effectively as an individual and/or cooperatively in a group or in team configuration to teach specific, short-term objectives
- Listen politely and purposefully, and take notes with critical analysis when the teacher and/or peers present(s) information
- Research, create, and complete an original archives project by following oral directions and written guidelines accurately, and meeting deadlines
- Complete all writing activities with reasonable/correct spelling, proper grammar, syntax, and punctuation
- Utilize oral participation skills in front of small and large groups
- Prepare and orally present information in role-playing situations
- Read for understanding, research, and write to reflect knowledge

Attitudes

- Realize that warfare—and especially warfare during the Civil War—is often brutal, inglorious, and uncompromising
- Honor and respect the brave men who fought on both sides in the Civil War
- Appreciate and function smoothly in the dynamics of group interaction and cooperation
- Understand that hard work—“the secret of life”—usually produces better results
- Learn that teamwork most often produces a better “product” and a more satisfying result, and does so more easily than individual efforts
- Understand that the Civil War has generated interest from millions of fascinated scholars, writers, general readers, and history buffs throughout the U.S. and the world

World War I

- Troubles in Europe
 - Section vocabulary
 - Balkan Peninsula hotbed
 - Greece, Albania, Romania, and Bulgaria argument
 - Slavs want independence
- An Assassination Leads to War
 - Section vocabulary
 - Archduke Franz Ferdinand
 - Black Hand
 - Main causes of WWI
- A World War Begins
 - Section vocabulary
 - Allied and Central Powers
 - Alliances
 - Militarism
- America's Neutrality
 - Section vocabulary
 - Immigrants
 - Allies
 - Propaganda
 - U-boats
 - Lusitania
- America Joins the Allies
 - Section vocabulary
 - Treaty of Bret-Litovsk
 - American Expeditionary Force (AEF)
 - Woodrow Wilson
- The War at Home
 - Section vocabulary
 - War bonds
 - Mobilizing support
 - African American Migration
 - Controlling public opinion
- Searching for Peace
 - Section vocabulary
 - Woodrow Wilson's Fourteen Points
 - League of Nations
 - The Treaty Versailles

World War II

- Road to War
 - Section vocabulary
 - Rise of dictators in Germany, Italy, and Japan
 - Soviet Union
 - American Neutrality

- War Begins
 - Section vocabulary
 - War in Europe
 - The Battle in Britain
 - 1939 Neutrality Act
 - The 1940 Election
 - US Involvement Grows
 - The Atlantic Charter
- On the Home Front
 - Section vocabulary
 - Attack on Pearl Harbor
 - National War Labor Board
 - Financing the War
 - Women and Minorities
 - The Holocaust
- War in Europe and Africa
 - Section vocabulary
 - Holocaust
 - D-day invasion
- War in the Pacific
 - Section vocabulary
 - Battle of Midway
 - Iwo Jima and Okinawa
 - Albert Einstein
 - Manhattan Project
 - Hiroshima and Nagasaki
 - V-J Day

Fifth – Sixth Geography

- Odd years – North America
 - Three quarters of the year is spent on the United States reviewing states, capitals, landforms, and bodies of water.
 - The fourth quarter of the is spent studying Canada, Mexico, and Central America
- Even years – United States, South America, and the Oceans
 - Three quarters of the years is spent reviewing US states, capitals, landforms, and bodies of water
 - The fourth quarter is spent studying South America and the five oceans

Seventh – Eighth Geography

- Odd years – Washington State History
 - The Washington Journey is a 7th-8th grade history textbook (this meets Washington's law that requires PNW History to be taught in seventh or eighth grade. The outline for this book is based on Washington's NEW Essential Academic Learning Requirements for social studies and teaches civics, history, geography, and economics. The student edition places the state's historical events in the larger context of our nation's history.
- Even years – Our World Geography book is used to study Africa, Europe, Asia, Australia, and Antarctica

Evidence of continuity from grade to grade

The curriculum is constructed using skill-based measurable objectives so that the knowledge, attitudes, and skills learned in each grade form building blocks for what is taught in the succeeding grades.

- Kindergarten focuses on home and community
- First-Second focuses on my state and the world as a whole
- Third-Fourth focuses on the United States and major countries of the world
- Fifth-Sixth focuses on US history from exploration to the American Revolution, the study of world history cultures, United States geography, and key world countries
- Seventh-Eighth focuses on US history from the forming of American government to World War II, the study of world history cultures, Pacific Northwest History, United States geography, and geography of all the world countries

Assessment of the academic growth and achievement of each student

Each individual teacher will assess the academic growth of their students on a regular basis through question and answer, worksheets, quizzes, tests, projects, and presentations.

Evidence of fundamental principles of student growth

- Measurable objectives are very clear and age appropriate in our K-2 Studies Weekly. Using the same company for these three grades ensures our students are increasing their knowledge and skills uniformly.
- Each student is challenged in 3rd-8th social studies and history through completing unique individual projects and presentations. These assignments allow students to express their individual ideas.