

Adda Clevenger School Social Sciences Program

Introduction: Program Summary & Goals

History courses at Adda Clevenger are very unique in that they immerse students in a specific period of history over three trimesters, with a third trimester Research in History Requirement (RHR). The RHR allows students to apply knowledge and demonstrate *evidence of understanding* through a research paper, project or presentation. An advanced 8th grade Directed Research Program is also offered.

Beginning in the 4th grade, course curriculums expand on the social studies concepts learned in grades 1-3 , and are designed to incorporate a number of primary and secondary sources, historical novels, readers, documentaries, and assignments and activities that allow students to develop a more complete and rich understanding about the period of history they are studying.

Topics and lessons are organized with a goal to:

- develop a stronger appreciation for the significance of historical figures and events in shaping the course of human history.
- develop an understanding that events and people responsible for shaping our world and our lives have done so through prolonged periods of struggle and triumph.
- better interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.
- develop an ability to distinguish valid arguments from fallacious arguments in historical interpretations and apply that skill to high-school coursework, lectures, and current local, national and world issues and events.
- develop geographic literacy and spatial and ecological perspectives to understand the meaning in the arrangement of things on Earth's surface; relations between people, places, and environments; connections between patterns of rivers and the physical processes that create them; between patterns of cities and the human processes that create them; and between what happens in the places in which we live and what happens in places throughout the world.

Overview:

Grades K-3 Social Studies

Grade 4 California History

Grade 5 US History and Geography (15th to 18th century)

Grade 6 US Government

Grade 7 World History and Geography

Grade 8 US History and Geography (18th to 20th century)

Grade 4 - California History and Geography: Making a New Nation

The study of California begins with the pre-Columbian era and progresses through time to the present. Using historical novels, class discussions, research work and projects, students learn of the early Spanish and Mexican periods, the Bear Flag Republic, and the development of California as a state in the Union.

Themes – Trimester 1-3

The Physical Setting: California and Beyond; Pre-Columbian Settlements and People; Exploration and Colonial History; Missions, Ranchos, and the Mexican War for Independence; Gold Rush, Statehood, and the Westward Movement; Rapid Population Growth, Large-Scale Agriculture, and Linkage to the Rest of the United States; Functions and Structures of Our State Government.

Unit Titles

Unit 1: Orientation, Organization, Study Skills, Writing assignments. History and geography review;
Unit 2: Introduction to Geographical Features – Early interest and settlement of California – Russian and Spanish period;
Unit 3: Early settlement of California – Spanish, Mexican period; Unit 4: Early settlement of California – Mexican period, Bear Flag Republic, Gold Rush, Statehood; Units 5-7: The California Gold Rush; Unit 8: Immigrants to California; Unit 9: Mr. Blue Jeans, the story of Levi Strauss; Unit 10: Migration to California – Children and Families of the Dust Bowl – California Constitution – Comparing the California Constitution to the U.S. Constitution.

Grade 5 - United States History and Geography: The Age of Exploration & Colonization

Students begin by studying the expansion of European power and influence during the Age of Exploration to establish the reasons for the conquest and colonization of the Americas as well as parts of Africa and Asia and the impact of said colonization on the populations, economies, and societies of both the Old and New Worlds. Students then study the colonial era of British North America looking at the development of different societies due to ethnic, religious, and geographical differences and the transformation of these separate entities and peoples into a distinct American identity through their disputes with the British crown. The concluding unit guides students through the War of Independence, analyzing the practical and philosophical causes of the separation from Britain and the means by which independence was achieved.

Themes – Trimester 1-3

Reasons for Exploration; Technologies; World Geography; Navigation; Clash of Civilizations; Cultural, Economic, Biological and Technological Exchanges; Slavery.
Early Settlement of Virginia; Early Settlement of New England; Establishment of Royal Colonies; Establishment of Proprietary Colonies; Colonial Government; The French & Indian War; Colonial Taxation & Resistance.
Causes of the War of Independence; The creation of the Declaration of Independence; Military Campaigns & Strategies; Women during the conflict; African-American Soldiers; Foreign Influence on the war; Prisoners of War; Reasons for American Victory; Consequences of the Conflict.

Unit Titles

Unit 1 : The Age of Exploration – 1200 to 1600
Unit 2 : Colonial America – 1609 to 1775
Unit 3 : The War of Independence – 1775 to 1783

Grade 6 - United States Government: A Nation Built on Democracy

Students review the Magna Carta, English common law, the English Bill of Rights, and the colonial experience in self-government to understand how these events contributed to ideas of no person above the law, individual rights, and limited government incorporated in the U.S. Constitution. Students also understand why the Framers of the Constitution intended to establish a balanced government that was neither too strong to abuse power nor too weak to effectively govern, and how the three branches of government, each with specific powers and responsibilities, create a system of checks and balances that work to prevent abuse of power.

Themes – Trimester 1-3

Democracy; American Democracy; Representative Democracy; American Political System; Constitution of the United States; Bill of Rights; Separation of Powers; Presidency; Presidential Primaries; Elections; the Electoral College; Voting; Congress; Committees; How a Bill Becomes a Law; U.S. Supreme Court.

Unit Titles

Unit 1: Review, Organization, Study Skills-The Meaning of Democracy;
Unit 2: The Structure of American Democracy
Unit 3: Representative Democracy
Unit 4: Development of the American Political System
Unit 5: The Constitution of the United States
Unit 6: The Bill of Rights
Unit 7: Separation of Powers
Unit 8: The Presidency
Unit 9: Presidential Primaries-Elections- Electoral College
Unit 10: Voting and Congress
Unit 11: Bills and Committees
Unit 12: The Supreme Court; Unit RHR: Research in History Requirement

Grade 7 - World History and Geography: Rise and Fall of Civilizations & Empires

Students study a selection of civilizations and eras to understand how humans have adapted to different geographical, climactic, and political situations over the span of human history from the rise of modern humans to the dawn of the modern era. Students see how the spread of inventions and ideas has strengthened, changed, or weakened societies depending on how the existing authorities have viewed them.

Themes – Trimester 1-3

Impact of Geography & Climate on Culture; The Development of Religious Beliefs & Practices; The Development of Hierarchical Societies; Engineering & Construction; Artistic & Cultural Traditions & Diffusion; Invasions & Conquests;

Unit Titles

Unit 1 : Prehistoric Mankind	Unit 2 : Ancient Mesopotamia	Unit 3 : Ancient Egypt
Unit 4 : Ancient Greece	Unit 5 : Ancient Rome	Unit 6 : The Roman Empire
Unit 7 : Ancient China	Unit 8 : Ancient Japan	Unit 9 : The Middle Ages

Grade 8 - United States History and Geography: From Nation to Superpower

Students study the history of the United States during the 19th and 20th centuries and analyze the reasons for the rise of the nation from a minor American power to a position of global leadership including its territorial expansion, growth of industry, and mass immigration. Students also study the internal conflicts present in American society between established and new populations, the wealthy and poor, and members of different races and ethnic groups.

Themes – Trimester 1-3

The growth of northern industry; Southern Slavery and agriculture; Western territorial expansion and conflict; The Civil War; The Reconstruction Era; Growth of American Corporations & The Gilded Age; Immigration & Urbanization; Early Imperialism; The Progressive Era; World War One; Prohibition & The Jazz Age; The Great Depression & The New Deal; Origins of World War Two; World War Two in Europe; World War Two in the Pacific; The Holocaust; The Cold War; The Civil Rights Movement; Counterculture & Conservatism.

Unit Titles

Unit 1 : Growth & Conflict – The United States in the Civil War Era

Unit 2 : Rise to Global Power – The United States from the Civil War to World War One

Unit 3 : The Inter-War Years – The United States in the Roaring 20s and Great Depression

Unit 4 : World War Two – The United States in the European & Pacific Theaters

Unit 5 : Cold War & Civil Rights – The United States in the 1950s and 1960s

Grade 8 - Advanced History: Directed Research Program:

Students working beyond the eighth grade history level expand on the RHR with a Directed Research opportunity. The Directed Research Program, with fieldwork opportunity, allows our students to engage in a three-trimester comprehensive research experience and presentation under the guidance of both the Language Arts and History Department. This program is unique to Adda Clevenger School and prepares students should they choose to pursue history courses at the advanced level in high school.

Units – ongoing

Weekly Question - Students select a question of interest or curiosity from one of the core subjects; English, Math, Social Sciences, Natural Sciences, and spend the week conducting research, collaboration, or experimentation on their chosen question. On Friday they do a *formal* presentation to share what they have learned and take questions and feedback. On Monday students provide follow up to any questions and submit a new question for the week.

Individual Achievement - Students propose and work on their chosen Individual Achievement and provide weekly progress summaries. The Individual Achievement is a more ambitious project students work on the entire year, such as writing a book, learning an instrument, making a movie, learning a new craft, etc. The Individual Achievement must demonstrate effort, learning, and a mastery of skills. A year-end report, recital, presentation or exhibit is required.

Service Learning/Internship - Students identify a history internship or fieldwork program.

Collective Achievement - Students debate and select a topic or idea for their Collective Achievement, or group project. Project or idea must produce or focus on social impact or making a difference. For example, the group can focus on topics related to teenagers, such as *Technology and Addiction*, or select a cause in which they would like to make a difference. Students learn brainstorming and collaboration skills, and learn to combine their energy, resources, and research around one project, purpose, discovery, or cause.