

Medinah Elementary School
District #11

Social Studies

Curriculum Handbook
- K-8 Parent Guide-



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HOMEWORK

MEDINAH ELEMENTARY SCHOOL DISTRICT NO. 11

ADMINISTRATIVE OFFICES

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INTERMEDIATE SCHOOL

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August 2008

Dear Medinah Families,

The Medinah School District #11 Social Studies Curriculum Committee has been meeting since the fall of 2006 to research and develop an integrated K-8 social studies curriculum.

We are excited to announce that we will be mainly using educational materials from the series *Social Studies Alive* for grades K-5 and *History Alive/Geography Alive* for students in grades 6, 7 and 8. Please take some time to review the following handbook which includes an overview of the curriculum that will take place at each grade level.

If you have any specific questions concerning the curriculum, please contact your child's social studies teacher.

Sincerely,

The Social Studies Curriculum Committee

Dani Vent, Kindergarten
Daniella Macrito, Grade 1
Marisa Spino, Grade 2
Betsy Mouser, Grade 3
Sue Redell, Director of Learning

Katie Jasper, Grade 4
Gay Doyle, Grade 5
Dennis Claahsen, Grades 6 & 7
Beth Huss, Grades 6 & 8

SOCIAL STUDIES PHILOSOPHY STATEMENT

Social Studies is the integrated study of the social sciences and humanities to promote civic competence and individual responsibility. The District 11 social studies program, based in part on the Illinois state standards, provides for the coordinated, systematic, K-8 study of political, economic, and cultural systems within the context of the disciplines of history and geography.

The primary purpose of social studies is to help young people:

- Develop the ability to think critically in order to make informed and reasoned decisions for the public good.
- Realize the individual can influence society.
- Live effectively in a democratic society and in an interdependent world.
- Learn and contribute productively as individuals and as members of a democratic society.

The District 11 social studies program recognizes the importance of:

- Developing students who live the ideas and values of our multicultural, democratic republic.
- Developing students who acquire knowledge of the past and present about their community, state, nation and world, and can use it to solve problems.
- Developing students who know and are able to use skills of data collection and analysis, collaboration, decision-making, and problem solving with the instructional assistance of technology, maps and globes, primary source material, and other information resources.
- Developing students who express and interpret information and ideas using various media.

Students will be encouraged to view social studies from their own perspectives as well as the perspective of others. Social studies content will be delivered in a way that is challenging and engaging to the student.

By providing students with content important for civic competency, the District 11 social studies program will produce children with positive attitudes about social studies issues today and in the future.

SOCIAL STUDIES BEST PRACTICES

The teacher:

- Provides regular opportunities to investigate topics in depth and allows students' choice of topics as appropriate.
- Asks questions that are appropriate for the students' ability and background.
- Structures tasks which require analysis and interpretation, rather than exclusively recall and repetition.
- Encourages service learning opportunities in the classroom, school and wider community.
- Uses multiple instructional approaches including independent inquiry, problem-based cooperative learning activities, and fine arts.
- Involves students in reading, writing, observing, discussing, presenting, and debating to ensure their active participation in learning.
- Builds upon the students' prior knowledge of their lives and communities, moving from the familiar to unfamiliar and back to the familiar.
- Explores the range of the cultures found in America, as well as uses the students' backgrounds in planning lessons.
- Uses interdisciplinary teaching as appropriate.
- Uses a variety of resources and materials including primary sources, literature, and technology.
- Uses a variety of assessment practices to determine what students know and are able to do.
- Includes current issues and problems affecting America and the world by linking them to their historical past when lesson planning.
- Requires students to apply critical thinking to current issues in their lives, community and world.
- Incorporates multiple intelligence for instruction and assessment.

THE TCI APPROACH

The TCI Approach consists of a series of instructional practices that allows students of all abilities to experience key social studies concepts.

The TCI Approach is characterized by eight features:

Theory-Based Active Instruction

Lessons and activities are based on five well-established theories:

- **Understanding by Design** – Grant Wiggins and Jay McTighe
- **Nonlinguistic Representation** –Robert Marzano and colleagues
- **Multiple Intelligences** – Howard Gardner
- **Cooperative Interaction** – Elizabeth Cohen
- **Spiral Curriculum** –Jerome Bruner

Standards-Based Content

Dynamic lessons build mastery of state and national social studies standards.

Integrates hands-on active learning, achieving a consistent pattern of high-quality social studies instruction while being mindful of standards.

Preview Assignment

A short, engaging assignment at the start of each lesson helps you preview key concepts and tap students' prior knowledge and personal experience.

Multiple Intelligence Teaching Strategies

Multiple Intelligence Teaching Strategies incorporate six types of activities:

- **Visual Discovery**
- **Social Studies Skill Builder**
- **Experiential Exercises**
- **Writing for Understanding**
- **Response Groups**
- **Problem Solving Groupwork**

Graphically Organized Reading Notes

Comprehensive graphic organizers, used to record key ideas, further help students obtain meaning from what they read. Graphic organizers help students see the underlying logic and interconnections among concepts by improving their comprehension and retention in the subject area.

Processing Assignment

An end-of-lesson Processing assignment, involving multiple intelligences and higher-order thinking skills, challenges students to apply what they learned. Helps students synthesize and apply the information they have learned in a variety of creative ways.

Multiple Intelligence Assessments

Carefully designed tests encourage students to use their various intelligences to demonstrate their understanding of key concepts while preparing them for standardized tests.

***for further information please visit

<http://www.teachtci.com/prodev/tciapproach.aspx>

What Is the TCI Approach?

The TCI Approach provides a powerful structure for rich classroom instruction—an approach that differs dramatically from traditional reading assignments and seatwork. It is characterized by eight features, summarized below and explained more fully in the pages of this book:

Theory-Based Active Instruction Lessons and activities are based on three well-established educational theories:

- Multiple intelligences (Howard Gardner)
- Cooperative interaction (Elizabeth Cohen)
- Spiral curriculum (Jerome Bruner)

Standards-Based Content Dynamic lessons build mastery of state and national social studies standards.

Preview Assignment A short, engaging assignment at the start of each lesson helps you preview key concepts and tap students' prior knowledge and personal experience.

Multiple Intelligence Teaching Strategies Each lesson incorporates one of six types of multiple intelligence activities that ignite all students' passion for learning:

- Visual Discovery
- Social Studies Skill Builder
- Experiential Exercise
- Writing for Understanding
- Response Groups
- Problem Solving Groupwork

Considerate Text Carefully structured reading materials enable students at all levels to understand what they read.

Graphically Organized Reading Notes Comprehensive graphic organizers, used to record key ideas, further help students obtain meaning from what they read.

Processing Assignment An end-of-lesson processing assignment, involving multiple intelligences and higher-order thinking skills, challenges students to apply what they learned.

Multiple Intelligence Assessments Carefully designed tests encourage students to use their various intelligences to demonstrate their understanding of key concepts while preparing them for standardized tests.

The TCI Approach is most effective when all eight features are used in concert, but it is not a formulaic prescription. At times you will need to adapt or tailor some elements of the TCI Approach to match your teaching style and meet the needs of your students.

"I love this program. It not only has helped to motivate my students' learning but has made me more reflective as a teacher. I have even found myself using the strategies in my language arts and reading classes."

Theory-Based Active Instruction



Yes! They are highly diverse, but according to the theory of multiple intelligences, every student is intelligent—just not in the same way.

The TCI Approach was developed by teachers who sought to combine what they had learned from classroom experience with the accepted wisdom of educational research and theory. From years of working with students, these teachers knew for a fact that when kids are active, they stay focused, are more motivated, and learn better. Thus, “active learning” was an essential ingredient of their emerging approach. To this foundation, they added ideas drawn from Howard Gardner’s theory of multiple intelligences, Elizabeth Cohen’s research on cooperative group-work, and Jerome Bruner’s idea of the spiral curriculum. Educational theory, then, contributed the three key premises behind the TCI Approach: (1) students learn best through multiple intelligences, (2) cooperative interaction increases learning gains, and (3) all students can learn via the spiral curriculum.

Redefining Intelligence: The Theory of Multiple Intelligences

One of the greatest professional challenges facing teachers today is the wide range of ability levels found in the typical classroom. In a fifth grade classroom, Michael reads at the seventh grade level, while Kayla struggles with a third-grade book; Alexis responds to writing prompts at a level acceptable to a middle school teacher, while Tony writes at a second grade level; Carlos articulates his thoughts clearly,

while Victoria hardly says a word. Many elementary educators have confronted this challenge by placing students in leveled ability groups and tutorial classes. However, this type of academic tracking poses a fundamental dilemma. A crucial goal of social studies education is to prepare students for effective participation in a pluralistic society, yet policies that separate students from one another according to academic ability also tend to separate them by social class, race, and language.

Academic segregation sends students at every level a clear message: equal participation and cooperation by diverse groups in society is possible in theory only. Learning theorists and psychologists, however, have proposed an alternative conception of intelligence that promises to move us beyond the outdated practice of placing students in academic tracks.

Howard Gardner, a neuropsychologist at Harvard University, argues that we must develop a new way of looking at human intelligence:

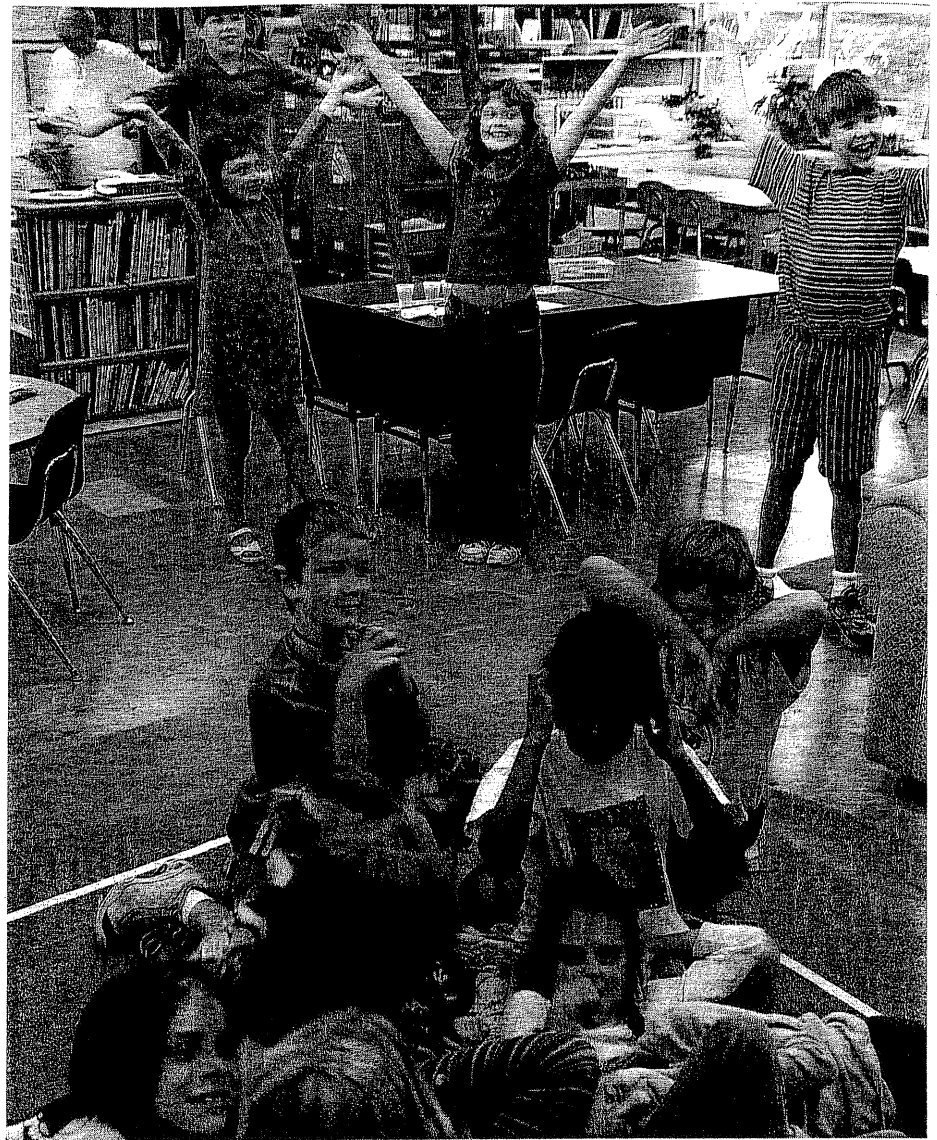
“In my view, if we are to encompass adequately the realm of human cognition, it is necessary to include a far wider and more universal set of competencies than has ordinarily been considered. And it is necessary to remain open to the possibility that many—if not most—of these competencies do not lend themselves to measurement by standard verbal methods, which rely heavily on a blend of logical and linguistic abilities. With such considerations in mind, I have formulated a definition of what I call an ‘intelligence.’ An intelligence is the ability to solve problems, or to create products, that are valued within one or more cultural settings.” (Gardner 1993, p. x)



“With the three premises built into all the lessons and activities, what was once a dusty, dry area of learning for most teachers and students is now fresh, exciting, and engaging.”

According to the theory of multiple intelligences, a student may struggle with logical thinking, yet have a strong interpersonal intelligence. Teachers need to use activities that tap all students' strengths.

These students are using their body-kinesthetic intelligence as they recreate the relative population densities of urban, suburban, and rural communities.



Gardner relies on neurological research to argue that the human mind has at least seven relatively autonomous human intellectual competencies, each with its own distinctive mode of thinking, to approach problems and create products. (Gardner has more recently identified an eighth intelligence, and is investigating at least one other.) The TCI Approach supports the following seven intelligences described by Gardner:

- **Linguistic intelligence** is responsible for the production of language and all the complex possibilities that follow, including poetry, humor, storytelling, grammar, metaphors, similes, abstract reasoning, symbolic thinking, impromptu speaking, oral debate, conceptual patterning, and all genres of the written word. Linguistic intelligence is awakened by the spoken word; by reading someone's ideas or poetry; by writing one's own ideas, thoughts, or poetry; and by listening to a speaker or a group discussion.
- **Logical-mathematical intelligence** is most often associated with what is called scientific thinking or deductive reasoning: the ability to observe and

"I don't like to just sit in my seat all day. I do better when my teacher lets us move around and act things out. Those are the things I remember."

understand details as part of a general pattern. Inductive thought processes are also involved, such as the ability to make objective observations, and, from the observed data, to draw conclusions, to make judgments, and to formulate hypotheses. Logical-mathematical intelligence involves the capacity to recognize patterns, to work with abstract symbols, and to discern relationships and see connections.

- **Visual-spatial intelligence** deals with such things as the visual arts (including painting, drawing, and sculpting), navigation, mapmaking, and architecture, all of which involve the use of space and knowing how to get around. Games such as chess and marbles, which require the ability to visualize objects from different perspectives and angles, are also included. The key sensory base of this intelligence is the sense of sight, but the ability to form images and pictures in the mind is also involved.
- **Body-kinesthetic intelligence** is the ability to use the body to express emotion (as in dance and body language), to play a game (as in sports), or to create a new product (as in devising an invention). Learning by doing has long been recognized as an important part of education. Our bodies know things our minds don't and can't know in any other way. People such as actors, clowns, and mimes demonstrate the endless possibilities for using the body to know, understand, and communicate in ways that touch the human spirit.

Let Your Students "Feel" Concepts

Few techniques are more powerful for connecting students with important concepts than creating opportunities for them to step into the shoes of relevant figures and react to the issues, passions, and events affecting them.

Musical and intrapersonal intelligences come into play as these students create a commercial inviting others to learn about cities in the West.

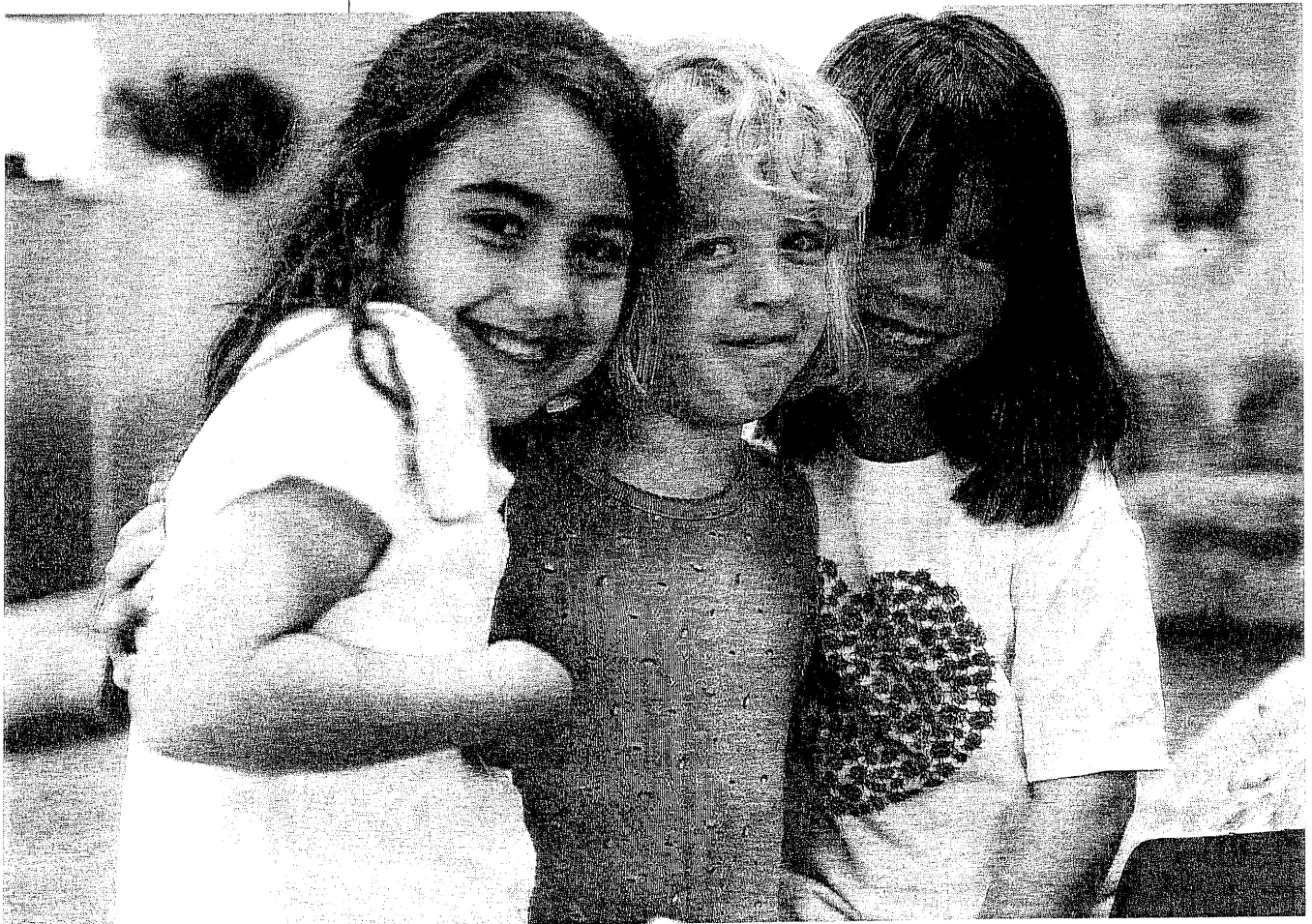


Cognitive Pluralism: More than Buzzwords

Every social studies objective should be taught through as many of the intelligences as possible. This allows for more equitable learning by giving all students access to ideas.

Cooperative groupwork promotes student achievement and productivity. Not only are they learning social studies, but they are reinforcing social skills.

- **Musical-rhythmic intelligence** includes the recognition and use of rhythmic and tonal patterns, as well as sensitivity to sounds in the environment, the human voice, and musical instruments. Of all forms of intelligence identified thus far, musical-rhythmic intelligence has the greatest “consciousness altering” effect on the brain. Music calms you when you are stressed, stimulates you when you are bored, and helps you attain a steady rhythm during such acts as typing and exercising. It has been used to inspire religious beliefs, to intensify national loyalties, and to express great loss or profound joy.
- **Interpersonal intelligence** involves the ability to work cooperatively in a group and the ability to communicate, verbally and nonverbally, with other people. It builds on the capacity to notice contrasts in moods, temperament, motivations, and intentions among other people. Those with highly developed interpersonal intelligence can have genuine empathy for another’s feelings, fears, anticipations, and beliefs. Counselors, teachers, therapists, politicians, salespeople, and religious leaders usually have strong interpersonal intelligence.
- **Intrapersonal intelligence** involves knowledge of internal aspects of the self such as feelings, the range of emotional responses, thinking processes, self-reflection, and a sense of (or intuition about) spiritual realities. Intrapersonal intelligence allows you to be conscious of your consciousness. Self-image and the ability to transcend the self are part of the functioning of intrapersonal intelligence.



SCOPE AND SEQUENCE

Medinah Primary School Social Studies

	Kindergarten	1st Grade	2nd Grade
August	Who Am I?	How Do We Get Along in School?	What is a Community?
September	What is a Family?	Why is it Important to Learn from Each Other?	
		Why Do Schools Have Rules?	How Are Communities Different?
October	How Do I Get Along with Others?	Who Helps Us at School?	What Does a Map Show?
			What is Geography?
November	How Do I Make Friends?	How Are We Good Helpers at School?	How Do People Use the Environment?
		What Is a Map?	
December	How Do I Solve Problems with Others?	What Was School Like Long Ago?	How are Goods Made and Brought to Us?
			Who Provides Services in the Community?
January	How Can I Be a Good Helper at School?	What Groups Do We Belong To?	How Can I Be a Good Shopper?
		How Are Families Special?	How Do Communities Change?
February	What is in My Neighborhood?	What Do Families Need and Want?	How Did One Community Change?
			How Can One Person Make a Difference in a Community?
March	Where Am I in the World?	How Do Family Members Care for Each Other?	
April	How Do People Live Around the World?	How Do Families Change?	How Do Leaders Help their Communities?
		What Are Family Traditions?	What Does a Good Citizen Do?
May	How Can I Help Take Care of the World?	What Do Good Neighbors Do?	What Do Communities Share?
June			

SCOPE AND SEQUENCE

Medinah Intermediate School Social Studies

	3rd Grade	4th Grade	5th Grade
August			
September	Where in the World is Our Community?	What are Social Sciences? Exploring Regions of the United States	Native Americans & Their Land
	Where in the United States Is Our Community?		Native American Cultural Regions
			Review of Oceans and Continents, Latitude and Longitude
October	What is The Geography of Our Community?	The Peopling of the United States	Why Europeans Left for The New World
	How Do People Become Part of Our Country?		European Explorers
	What Makes Our Community Diverse?		Types of Maps
November	How Do People Improve Their Communities?	A Train Tour of the Northeast	Early European Settlement
		Population Density and Life in the Northeast	Slavery
			US Regional Maps and Physical Maps
December	How Are We Alike Around the World?	A Boat and Bus Tour of the Southeast	French & Indian War
			Events Leading to the Revolutionary War
			Maps of Washington DC & Other US Cities
January	How Does Our Economy Work?	The Effects of Geography on Life in the Southeast	Revolutionary War
			Manifest Destiny and Settling the West
			Climate Zone and Time Zone Maps
February	How Does Global Trade Affect Our Community?	A Crop Duster Tour of the Midwest	The Diverse Peoples of The West
	What Are the Public Services in Our Community?	Researching Illinois' Geography, History, Economy and Government	Product Maps and Maps of The West
March	How Do We Have Voice in Our Community?	Agricultural Changes in the Nation's Breadbasket	The Civil War
		A Big Rig Tour of the Southwest	Historical Maps

SCOPE AND SEQUENCE

Medinah Intermediate School Social Studies

	3rd Grade	4th Grade	5th Grade
April	Whose Planet Is It, Anyway?	A Case Study in Water Use: The Colorado River	Industrialization and Modern America
May	How Can We Help the Global Community?	A Van and Airplane Tour of the West	International Maps
June		Cities of the West	

SCOPE AND SEQUENCE

Medinah Middle School Social Studies

	6th Grade	7th Grade	8th Grade
August	The Geographer's World	The English Colonies in America	Illinois Constitution
September	Canada and the United States	Life in the Colonies	Reconstruction
		Toward Independence	Rise of Industry
October	Latin America	The Declaration of Independence	Great Wave of Immigration
		The American Revolution	Progressive Era
November	Europe and Russia	The American Revolution	World War I
December		Creating the Constitution	
January	Africa	Creating the Constitution	
February		The Constitution: A More Perfect Union	The Great Depression
March	Southwest and Central Asia	The Bill of Rights	World War II
		1800's: An Era of Reform	
April	Monsoon and Central Asia	The Worlds of North and South	Genocide
May		Africans at Mid-Century (1800's)	Cold War
June	A Dividing Nation	The Civil War	
		History of the Flag	Contemporary American Society

Kindergarten Vocabulary

Unit One

- People
- Special
- Feelings
- Different
- Similar

Unit Two

- Family

Unit Three

- Choices
- Getting Along

Unit Four

- Introduce
- Friends
- Share
- Kind

Unit Five

- Solve Problems

Unit Six

- Good Helper
- Work

Unit Seven

- Neighborhood
- Buildings

Unit Eight

- World
- City
- Town
- State
- Country

Unit Nine

- Live

Unit Ten

- Recycle
- Reuse
- Reduce

First Grade Vocabulary

Unit One

- Share
- Talk
- Listen
- Take Turns

Unit Eight

- School
- Family
- Community

Unit Two

- Alike
- Different
- Learn

Unit Nine

- Family Members
- Homes
- Activities

Unit Three

- Get Along
- Be Safe
- Be Fair
- Learn

Unit Ten

- Need
- Want

Unit Four

- Teacher
- Principal
- Secretary
- Custodian

Unit Eleven

- Help with Chores
- Share what you know
- Spend time

Unit Five

- Help Others
- Take care of our things
- Do our best
- Respect Others

Unit Twelve

- Change
- Grow
- Move

Unit Six

- Map
- Symbol
- Map Key
- Direction

Unit Thirteen

- Tradition
- Celebration
- Holiday

Unit Seven

- Long Ago
- Schoolhouse
- Hornbook

Unit Fourteen

- Neighbor
- Next door
- Neighborhood

Second Grade Vocabulary

Unit One

- Apartments
- Restaurants
- Museums

Unit Two

- Suburbs
- Urban
- Suburban
- Rural

Unit Three

- Symbols
- Key
- Map Grid
- Compass Rose

Unit Four

- Geography
- Mountains
- Valleys
- Deserts
- Plains
- River
- Lakes
- Island
- Oceans

Unit Five

- Environment
- Pollution

Unit Six

- Goods
- Transportation

Unit Eight

- Needs
- Wants

Unit Ten

- History
- Earthquake
- Timelines

Unit Twelve

- Leaders
- Law

Unit Thirteen

- Citizen

Third Grade Vocabulary

Unit One

- Hemispheres
- Continents
- Countries
- States
- Prime meridian
- Equator
- Oceans

Unit Two

- Cardinal directions

Unit Three

- Geography
- Climate
- Natural resources

Unit Four

- Immigrants
- Discriminate

Unit Five

- Diverse
- Culture
- Traditions

Unit Six

- Strike
- Disabled

Unit Eight

- Market
- Economy
- Supply
- Demand

Unit Nine

- Global trade
- Manufacture

Unit Ten

- Public services
- Volunteers
- Fare

Unit Eleven

- City hall
- Government
- Laws
- Budget
- Public works

Unit Twelve

- Demonstration
- Candidate
- Ballot

Unit Thirteen

- Pollution
- Toxic waste

Unit Fourteen

- Global community
- Habitats
- Tolerant

Fourth Grade Vocabulary

Unit One

- Economists
- Geographer
- Political scientist
- Historian

Unit Two

- Map
- Scale
- Latitude
- Longitude
- Coastal plain
- Inland
- Plateau
- Basin

Unit Four

- Peak
- Democracy
- Revolution
- Canal
- Mass Production
- Skyscrapers

Unit Five

- Megalopolis
- Population Density

Unit Six

- Swamp
- Ancestor
- Minerals
- Strip mines
- Delta
- Bayou
- Petroleum
- Segregation

Unit Seven

- Tidewater
- Foothills
- Agriculture

Unit Eight

- Frontier
- Prairie
- Fertile
- Livestock

Unit Ten

- Aqueduct
- Mesas
- Desert
- Adapt
- Dam
- Canyon
- Cavern
- Border
- Capital

Unit Eleven

- Source
- Tributary
- River basin
- Drought
- Conservation

Unit Twelve

- Geyser
- Gorge

Unit Thirteen

- Mint
- Oasis

Unit 1Seventeen

- Federal
- Citizen

Fifth Grade Vocabulary

Unit Two

- migration routes
- adapt
- environments

Unit Thirteen

- Revolutionary War
- allies
- mercenaries

Unit Three

- cultural regions
- artifact

Unit Sixteen

- territory
- annexation

Unit Five

- conquistadors

Unit Seventeen

- pioneers

Unit Six

- settlements

Unit Eighteen

- civil war
- Union
- Confederacy

Unit Eight

- dilemma

Unit Twenty

- Industrial Revolution
- nuclear weapons
- segregation

Unit Ten

- debts
- acts
- protested
- representation

Sixth Grade Essential Vocabulary

Chapter 1

1. Absolute location
2. Distortion
3. Map projection
4. Relative location

Chapter 2

5. Population density
6. Region
7. Thematic map
8. Vegetation

Chapter 3

9. Ecumene
10. Plural society
11. Rural
12. Urban

Chapter 4

13. Ecosystem
14. Food chain
15. Food web
16. Freshwater
17. Watershed

Chapter 9

18. Rural decline
19. Spatial inequality
20. Standard of living
21. Urbanization

Chapter 10

22. Adaptation
23. Indigenous peoples
24. Subsistence farming
25. Traditional culture

Chapter 12

26. Biodiversity
27. Carbon-oxygen cycle
28. Deforestation
29. Sustainable development
30. Tropical rainforest

Chapter 14

31. Centrifugal force
32. Centripetal force
33. Common market
34. Supranational cooperation

Chapter 16

35. Acid rain
36. Nuclear radiation
37. River system
38. Transboundary pollution

Chapter 18

39. Ethnic group
40. Nation
41. Nationalism
42. Nation-state
43. State

Chapter 20

44. Desertification
45. Drought
46. Marginal land
47. Pastoral nomads

Chapter 21

48. Gender-based division of labor
49. Informal economy
50. Micro-enterprise
51. Micro-entrepreneur

Chapters 22 – 23

52. Colonialism
53. Cultural region
54. Ethnic diversity
55. Linguistic group
56. Apartheid
57. Distribution
58. Multiracial
59. Segregation

Sixth Grade Essential Vocabulary

Chapter 24

- 60. Crude oil
- 61. Nonrenewable resource
- 62. Oil reserves
- 63. Renewable resource

Chapter 25

- 64. Capital city
- 65. Primate city
- 66. Site
- 67. Situation

Chapter 26

- 68. Environmental degradation
- 69. Groundwater
- 70. Salinization
- 71. Water stress

Chapter 27

- 72. Atmospheric pressure
- 73. Monsoon
- 74. Orographic effect
- 75. Rain shadow

Chapter 28

- 76. Comparative advantage
- 77. Information technology
- 78. Outsource
- 79. Time zone

Chapters 30 – 31

- 80. Doubling time
- 81. Famine
- 82. Rate of natural increase
- 83. Zero population growth
- 84. Arable land
- 85. Arithmetic population density
- 86. Physiologic population density
- 87. Population distribution

Chapter 32

- 88. Economic interdependence
- 89. Free trade
- 90. Globalization
- 91. Multinational Corporation

Chapter 33

- 92. Continental drift theory
- 93. Endangered species
- 94. Exotic species
- 95. Native species
- 96. Threatened species

Chapter 34

- 97. Atoll
- 98. Continental island
- 99. Lagoon
- 100. Volcanic Island

Chapter 35

- 101. Biome
- 102. Global warming
- 103. Greenhouse effect
- 104. Ice shelf

Seventh Grade Essential Vocabulary

Chapter 3

1. Indentured Servant
2. Cash Crops
3. Assembly
4. Democratic
5. Puritans
6. Slave Trade

Chapter 4

7. Economy
8. Rights
9. Parliament
10. Petition
11. Class
12. First Great Awakening

Chapter 5

13. Allies
14. Militia
15. Tyranny
16. Repeal
17. Boycott

Chapter 6

18. Independence
19. Petitions
20. Traitor

Chapter 7

21. Revolutionary War
22. Mercenaries
23. Strategy
24. Ally
25. Guerrillas
26. Treaty

Chapter 8

27. Articles of Confederation
28. Territory
29. Arsenal
30. Enlightenment
31. Republic
32. Constitution
33. Compromise
34. Electoral College
35. Ratify

Chapter 9

36. Popular Sovereignty
37. Bicameral
38. Bill
39. Veto
40. Impeach
41. Checks and Balances
42. Interstate Commerce
43. Federalism
44. Party
45. Interest Group

Chapter 10

46. Bill of Rights
47. Warrant
48. Self-incrimination
49. Defendants

Chapter 18

50. Second Great Awakening
51. Transcendentalism
52. Public Schools
53. Abolitionists
54. Declaration of Sentiments

Chapter 19

55. Deforestation
56. Agrarian
57. Plantation
58. Cotton Gin
59. Industrial Revolution
60. Industrialist
61. Immigrant

Chapter 20

62. Racism
63. Discrimination
64. Oppression

Chapter 21

65. The Union
66. Secession
67. Fugitive

Chapter 22

68. Emancipation
69. Draft
70. Habeas Corpus

Eighth Grade Essential Vocabulary

Chapter 22

Reconstruction Era

1. Reconstruction
2. freedmen
3. Civil Rights
4. scalawags
5. carpetbaggers
6. Jim Crow laws

Chapter 24

The Rise of Industry

7. industrialization
8. corporations
9. trust
10. monopoly
11. Urbanization
12. trade union
13. strike

Chapter 25

The Great Wave of Immigration

14. refugees
15. Immigration
16. Quota
17. Visa
18. pogroms

Chapter 26

The Progressive Era

19. Tenement
20. Progressive movement
21. Social Darwinism
22. Regulation
23. Initiative
24. Referendum
25. Recall
26. Labor
27. Suffrage

Chapter 27

U.S. Expands and WWI

28. Isolationism
29. Imperialism
30. Militarism
31. Nationalism
32. Alliance
33. Annex
34. Yellow Journalism
35. Armistice
36. Reparations
37. Ratification

Chapter 28

The Roaring Twenties and the Great Depression

38. Recession
39. Depression
40. Inflation
41. Consumer goods
42. Stock Market/Stock
43. Bonds
44. Credit/buying on margin
45. Prohibition
46. New Deal
47. pension

Chapter 29

World War II

48. dictator
49. appeasement
50. propaganda
51. totalitarianism
52. Isolationism
53. embargo
54. Fascism
55. Holocaust
56. bonds
57. Genocide
58. Internment Camps

Chapter 30

The Cold War

59. Cold War
60. bipolar
61. Capitalism
62. Communism
63. socialism
64. collectivism
65. individualism
66. containment
67. NATO
68. Warsaw Pact

Chapter 31

The Civil Rights Movement

69. Segregation
70. Discrimination
71. Prejudice
72. Boycott
73. Nonviolent Protest
74. Integration
75. Sit-in

Chapter 32

Contemporary American Society

76. Counterculture
77. Feminist
78. Classification

Genocide Unit

79. Symbolization
80. Dehumanization
81. Organization
82. Polarization
83. Preparation
84. Extermination
85. Denial

Illinois Constitution

- Federalism
- Extradition
- Commute
- Parole
- Unicameral
- Apportionment
- Line-item veto
- Misdemeanor
- Felony

Homework

Homework may be part of the Social Studies curriculum. It is an extension of the daily program that will enhance learning by:

- Providing practice to help students master skills OR
- Preparing students for upcoming lessons OR
- Giving students opportunities to transfer skills to new situations which foster the use of higher order thinking skills OR
- Encouraging students to be creative where students must integrate many skills and ideas.

Homework is a means of extending school experiences to the home. In this program, your child might:

- Gather research outside the classroom
- Complete a preview activity
- Finish a reading assignment
- Answer questions from specific activities
- Write a summary of activities recently completed
- Compose reflective responses
- Prepare for a presentation
- Investigate current events