



Course Syllabus

SY 2007-2008

COURSE TITLE: United States History to 1877 – (Middle School)

DESCRIPTION: The focus of the Social Science curriculum in Grade 6 is the history of the United States from the early 1500s to the Reconstruction period. As geography, culture, and economics are all factors which influence history, these aspects of social science will be studied in this history course. Students will be encouraged to develop critical thinking skills as they study cause-effect relationships, and will examine political, economic, and cultural factors which may have shaped the behavior of important figures and everyday Americans.

In this course, students will become aware of significant, specific historical events. They will develop a collective understanding of our past and of the ways in which that past contributes to the current state and position of the US. They will learn that in order to maintain and refine our democratic system of government, we need an active and involved citizenry whose informed judgments are derived from an awareness of the US historical context.

MAIN TOPICS: Geography Skills and American History (1500-1877)

Geography of the USA and the World

Analysis of Primary Sources

Early Native Cultures in North America

Exploration, America, West Africa

Colonial America: Trade and Slavery

War for Independence: Figures, Events, Issues

Confederation Period

The US Constitution

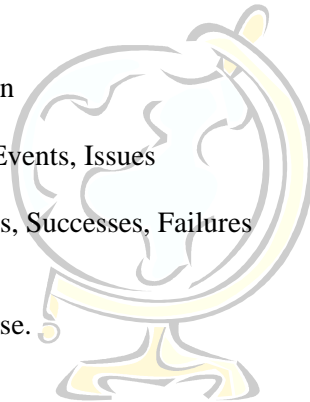
US Expansion

Reform and Abolition

Civil War: Figures, Events, Issues

Reconstruction: Plans, Successes, Failures

*An SOL Test is given at the end of this course.





Course Syllabus

SY 2007-2008

COURSE TITLE: United States History 1877 to the Present – (Middle School)

DESCRIPTION: The focus of the Social Science curriculum in Grade 7 is the history of the United States from the Industrial Era to the 21st Century. As geography, culture, and economics are all factors which influence history, these aspects of social science will be studied in this history course. Students will be encouraged to develop critical thinking skills as they study cause-effect relationships, and will examine political, economic, and cultural factors which may have shaped the behavior of important figures and everyday Americans.

In this course, students will become aware of significant, specific historical events. They will develop a collective understanding of our past and of the ways in which that past contributes to the current state and position of the US. They will learn that in order to maintain and refine our democratic system of government, we need an active and involved citizenry whose informed judgments are derived from an awareness of the US historical context.

MAIN TOPICS: Geography Skills and American History (1877-Present)

Geography of the USA and the World

Analysis of Primary Sources

Westward Expansion and the 50 States

Immigration, Industrialization, Urbanization

Segregation in the Wake of Reconstruction

Progressive Movement

US Expansionism

WW I: At Home and in Europe

Transportation, Great Migration, Prohibition

Harlem Renaissance

The Great Depression and the New Deal

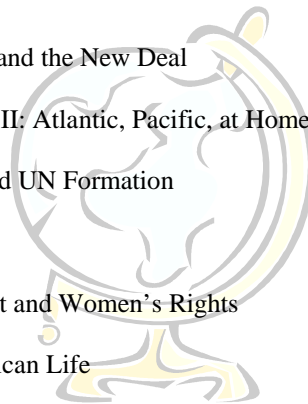
Pearl Harbor and WW II: Atlantic, Pacific, at Home

Postwar Rebuilding and UN Formation

Cold War Conflicts

Civil Rights Movement and Women's Rights

Technology and American Life



*An SOL Test is given at the end of this course.



Course Syllabus

SY 2007-2008

COURSE TITLE: Civics and Economics (Middle School)

DESCRIPTION: Civics looks at the role of citizens and the way in which they form governments. Students study the documents which are the foundation of our government, especially the Constitution and the Bill of rights. The three branches of government are closely investigated. The role of the citizen is given important consideration, along with the importance of the legal system that helps to ensure a democratic process. Students are required to focus on both the responsibilities and rights of citizens. During this course students also study basic economic principles, such as scarcity, cost, incentives, and opportunity cost. The US economy provides the focus for the economic components of the curriculum, yet a comparison of world economic systems is part of the course of study. In both civics and economics units, critical thinking skills are stressed through cause-effect and problem-solving activities.

- MAIN TOPICS:**
- Familiarity and Analysis of Primary Documents
 - Foundational US Government Documents
 - Citizenship Process
 - Duties of Citizenship
 - Characteristics of Good Citizenship
 - Levels of Government
 - Political Parties
 - Role of the Media
 - Campaigns and Fundraising
 - Voter Participation
 - Electoral College
 - Separation of Powers
 - Amendment Process
 - Legislative Process
 - Interest Groups
 - The Judicial System
 - Economic Concepts
 - Types of Economies
 - The US Economy
 - Businesses and Markets
- The Role of Finance
 - Virginia, US in World Economy
 - The Government and the Economy
 - Consumer and Property Rights
 - Career Opportunities



*There is a Virginia Standards of Learning Test at the conclusion of this course.