

**Social Studies Learning Targets
Middle and High School**

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Explanation of Project

The purpose of this project is to create a set of sub-competencies (Learning Targets) for Kreiva Academy, a new grades 6-12 charter school in Manchester, NH. These Learning Targets will serve a clear link between the state-adopted standards and the competencies (credits) earned by students. In addition, they clarify learning so that students can more readily understand the purpose of--and track their progress towards--their understanding of topics. This also allows teachers to hone in on the important aspects of what they are teaching, which sets a transparent standard for the minimum acceptable level of understanding. Because all classes at Kreiva Academy are interdisciplinary, this project sets the foundation for targets from all core subjects to be mixed and matched based on topics relevant to students. These topics will drive our modules (5-8 week classes), which make up the rigorous, engaging curriculum.

Because New Hampshire is in the process of radically amending its Social Studies frameworks, the authors used those only for Economics and Government, but not history. Though the Massachusetts Frameworks were analyzed as a core foundation, the historical content targets work outside of those boundaries. The broad scope of world historical history relates to our commitment to creating a “global awareness” in students. Additionally, we chose to nestle American History into World History (in High School) because the global context of these American issues is key to fully comprehending the eras. Notably, World History topics change from middle school to high school, and American History topics to not. The reason for this is that the authors deemed having a breadth of global knowledge is important, and having a more in-depth understanding of American History is important. Additionally, the modules will be taught differently such that though the ‘survey’ elements of the course are similar, the lenses (see below) and focus content will differ significantly. For example, in middle school a student may read To Kill a Mockingbird and focus on the Great Depression and thus issues of race and class, whereas a high school student may read The Great Gatsby and learn the economics between WWI and WWII. This addresses the complexities of the times as well as covers important content.

In both Middle and High School, student study both histories through ‘lenses’, which are delineated below. These will be taught in an initial module relating to Manchester so students understand what each one includes, then each target topic will be studied and viewed through the lenses. This initial module is not part of the official SS credits. Note that these lenses are similar, yet grouped differently.

Middle School Lenses:

The Spatial World: maps, absolute and relative location
Human Systems: economy, government, social/culture/language
Human/Environmental Interactions: Physical Systems, Movement
Science: Technology and Innovation
Region and Places

High School Lenses:

Government
Economy
Social, Cultural, Language, Beliefs
Science: Technology and Innovation, Interaction with Environment
Geography

Kreiva Academy's charter requires 3 Social Studies credits to graduate: American History (1), World History (1), Economics (.5), and Government (.5). The authors chose to create a linear system of World and American History targets in order to provide context for our own country's history, and within that system we embedded the Economics and Government targets. The vision is that these targets will always be paired together. Additionally, please note that the CCSS Research standards exist in Kreiva's English Targets, and constitute a full credit.

The authors philosophically hold to the following truisms:

1. History is only as important as it bears on contemporary issues; this is particularly true for teenagers. All modules to the greatest extent possible will create embedded, critical contemporary links (eg: in the Westward Expansion module, embed the State of Utah's proposal regarding Bear Ears National Park).
2. Though it is easy to judge the past with hubris and 20/20 hindsight, students should be engaged in both evaluating and understanding the choices made by historical figures. The complexity of our current times is not unique, but the historical narrative is often presented as narrow and even one-sided.
3. While all students need to know the main narrative of these topics--and some crucial details--they do not need to know every aspect. Thus, the modules will teach a breadth of the 6 lenses, but typically choose 2 to study in depth. Additionally, these lenses will supply information for the rubric.

Social Studies Targets

Middle School World History

Target Code	Target
MWH.1	I can analyze human cultural evolution from hominids through the Neolithic Revolution through multiple lenses.
MWH.2	I can analyze ancient Egyptian and Fertile Crescent civilizations through multiple lenses.
MWH.3	I can analyze the Greek and Roman civilizations through multiple lenses.
MWH.4	I can analyze the European Dark Ages through multiple lenses.
MWH.5	I can analyze the European Renaissance through multiple lenses.
MWH.6	I can analyze the Chinese and foreign dynasties in China through multiple lenses.
MWH.7	I can analyze the major World Religions through multiple lenses.
MWH.8	I can analyze world exploration through multiple lenses.

A note on pre-requisites:

Though there are no pre-requisites, the following is suggested:

1. In general, these be taken in order, other than the Chinese/foreign Dynasties.
2. If these cannot be taken in order, the preferred grouping is 1, 2, 3; and 4, 5. The others stand on their own.
3. It is highly suggested that students take 7 and 8 as the last two (though not necessarily in that order), as they integrate many aspects of World History.

Middle School American History

Target Code	Target
MUS.1	I can analyze the complexity of the Columbian Exchange through multiple historical lenses.
MUS.2	I can analyze the complexity of the United States' Revolution through multiple historical lenses.
MUS.3	I can analyze the complexity of the causes and impacts of the Civil War through multiple historical lenses.
MUS.4	I can analyze the complexity of Westward Expansion and the Industrial Revolution through multiple historical lenses. (prereq of 3?)
MUS.5	I can analyze the complexity of the WWI to WWII Eras in the US through multiple historical lenses.
MUS.6	I can analyze the complexity of WWII and the 1950s America through multiple historical lenses.
MUS.7	I can analyze the complexities of the Civil Rights Era in the US through multiple historical lenses.
MUS.8	I can analyze the complexity of the United States' War on Terror through multiple historical lenses.

Middle School Government

Target Code	Target
MGOV.1	I can describe the nature of governments.
MGOV.2	I can describe the form and function of the Manchester City government.
MGOV.3	I can evaluate/assess the major provisions of the New Hampshire Constitution.
MGOV.4	I can analyze the changing role of citizenship throughout history.

Middle School Economics

Target Code	Target
MECON.1	I can explain the historical importance of international trade.
MECON.2	I can discern how economic interests have impacted history.

High School World History
1 Credit

Target Code	Target
WH.1	I can analyze the complexity of the Ancient southern Asian Civilizations through multiple historical lenses.
WH.2	I can analyze the complexity of the Islamic Golden Age through multiple historical lenses.
WH.3	I can analyze the complexity of the Ancient Civilizations of the Americas through multiple historical lenses.
WH.4	I can analyze the complexities of European colonization through multiple historical lenses.
WH.5	I can analyze the complexities of worldwide slavery through multiple historical lenses.
WH.6	I can analyze the complexity of the Medical Revolution through multiple historical lenses.
WH.7	I can analyze the complexity of World War I and II through multiple historical lenses.
WH.8	I can analyze the complexity of a 20th century World Revolution through multiple historical lenses.

High School American History
1 Credit

Target Code	Target
AMH.1	I can analyze the complexity of the Columbian Exchange through multiple historical lenses.
AMH.2	I can analyze the complexity of the American Revolution through multiple historical lenses.
AMH.3	I can analyze the complexity of the causes and impacts of the Civil War through multiple historical lenses.
AMH.4	I can analyze the complexity of Westward Expansion and the Industrial Revolution through multiple historical lenses.
AMH.5	I can analyze the complexity of the WWI to WWII Eras in the US through multiple historical lenses.
AMH.6	I can analyze the complexity of WWII and the 1950s America through multiple historical lenses.
AMH.7	I can analyze the complexities of the Civil Rights Era in the US through multiple historical lenses.
AMH.8	I can analyze the complexity of America's War on Terror through multiple historical lenses.

**High School Government
.5 Credit**

Target Code	Target
GOV.1	I can describe the nature of governments and the fundamental ideals of government of the US.
GOV.2	I can evaluate/assess the major provisions of US and Constitution and the organization and operation of government at all levels including the branches.
GOV.3	I can analyze the rights and responsibilities of citizenship and the ability to apply knowledge of local, state, and national government through the political process and citizen involvement.
GOV.4	I can define the contemporary relationship of the US to other countries and the role of the US in world affairs.

**High School Economics
.5 Credit**

Target Code	Target
ECON.1	I can evaluate the importance of international trade and how economies are affected by it.
ECON.2	I can discern my role in the free market, how decisions that I make affect the economy and how changes in the economy affect me.
ECON.3	I can explain how financial institutions and the government work together and how changes in them affect the individual.
ECON.4	I can illustrate the changing form of production, distribution and consumption of goods and services over time.

Suggested Sequence for High School Targets

Note: The World History and American History targets are considered 'core' content; the Government and Economics will be paired with the previous 'core' target.

Year 1: 6 Learning Targets

Target Code	Target
WH.1	I can analyze the complexity of the Ancient southern Asian Civilizations through multiple historical lenses.
WH.2	I can analyze the complexity of the Islamic Golden Age through multiple historical lenses.
WH.3	I can analyze the complexity of the Ancient Civilizations of the Americas through multiple historical lenses.
AMH.1	I can analyze the complexity of Columbus' impact on the Americas through multiple historical lenses.
AMH.2	I can analyze the complexity of the American Revolution through multiple historical lenses.
GOV.1	I can describe the nature of governments and the fundamental ideals of government of the US.

Year 2: 7 Learning Targets

Target Code	Target
WH.4	I can analyze the complexities of European colonization through multiple historical lenses.
WH.5	I can analyze the complexities of worldwide slavery through multiple historical lenses.
ECON.1	I can evaluate the importance of international trade and how economies are affected by it.
AMH.3	I can analyze the complexity of the causes and impacts of the Civil War through multiple historical lenses.
GOV.2	I can evaluate/assess the major provisions of US and Constitution and the organization and operation of government at all levels including the branches.

AMH.4	I can analyze the complexity of Westward Expansion and the Industrial Revolution through multiple historical lenses.
ECON.2	I can discern my role in the free market, how decisions that I make affect the economy and how changes in the economy affect me.

**Year 3:
6 Learning Targets**

Target Code	Target
WH.6	I can analyze the complexity of the Medical Revolution through multiple historical lenses.
WH.7	I can analyze the complexity of World War I and II through multiple historical lenses.
AMH.5	I can analyze the complexity of the WWI to WWII Eras in the US through multiple historical lenses.
ECON.3	I can explain how financial institutions and the government work together and how changes in them affect the individual.
AMH.6	I can analyze the complexity of WWII and the 1950s America through multiple historical lenses.
ECON.4	I can illustrate the changing form of production, distribution and consumption of goods and services over time.

**Year 4:
5 Learning Targets**

Target Code	Target
WH.8	I can analyze the complexity of a 20th century World Revolution through multiple historical lenses.
AMH.7	I can analyze the complexities of the Civil Rights Era in the US through multiple historical lenses.
GOV.3	I can analyze the rights and responsibilities of citizenship and the ability to apply knowledge of local, state, and national government through the political process and citizen involvement.
AMH.8	I can analyze the complexity of America's War on Terror through multiple historical lenses.

GOV.4	I can define the contemporary relationship of the US to other countries and the role of the US in world affairs.
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A note about AP American History:

The current notion is that there will be an 'AP add-on' to any American targets that would require more content and work for students who want to take the AP test. In addition, an AP Review course would be offered at the beginning of Junior year, concurrent to the Medical Revolution WH target. Additionally, a target relating to the 1980s (or an add-on to the Soviet Revolution WH target) should be added. We are not currently clear on our ability to offer these as full classes, but this vision is for if/when the need arises when there are students sufficient to fill these classes.

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