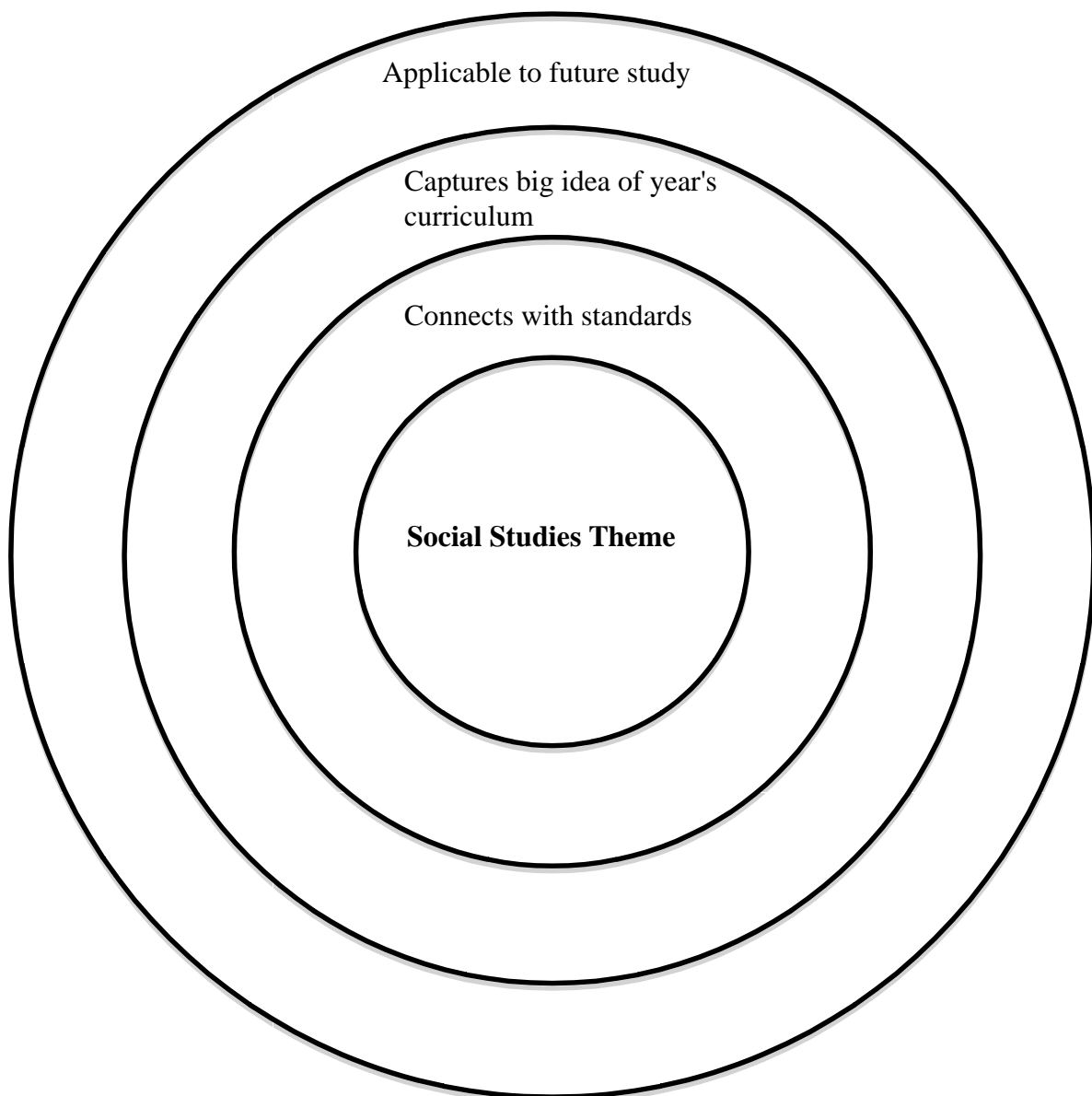


WHY USE A THEME?

- Builds a story that is easy to attach meaning to
- Abstract idea for gifted learners
- Focus learning - social studies has so many levels of detail
- Focus teaching - what a difference in planning instruction
- Reusable idea for future social studies

HOW TO DEVELOP A THEME

Consider this truth from several levels



Depth & Complexity

Content
Imperatives

Universal
Themes

4th Grade Social Studies

Standards Overview

Students learn the story of their home state, unique in American history in terms of its vast and varied geography, its many waves of immigration beginning with pre-Columbian societies, its continuous diversity, economic energy, and rapid growth. In addition to the specific treatment of milestones in California history, students examine the state in the context of the rest of the nation, with an emphasis on the U.S. Constitution and the relationship between state and federal government.

Big Standards

4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.

4.2 Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.

4.3 Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.

4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.

4.5 Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.

Sayings, Proverbs, Quotes

Theme: _____

Depth & Complexity

Content
Imperatives

8th Grade Standards Overview: Students in grade eight study the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America's role in the war. After reviewing the development of America's democratic institutions founded on the Judeo-Christian heritage and English parliamentary traditions, particularly the shaping of the Constitution, students trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences. They learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.

Big Standards

8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.

8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it.

8.4 Analyze the aspirations and ideals of the people of the new nation.

8.5 Students analyze U.S. foreign policy in the early Republic.

8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.

8.7 Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.

8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.

8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.

8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War.

8.11 Students analyze the character and lasting consequences of Reconstruction.

8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.

Industrial Revolution

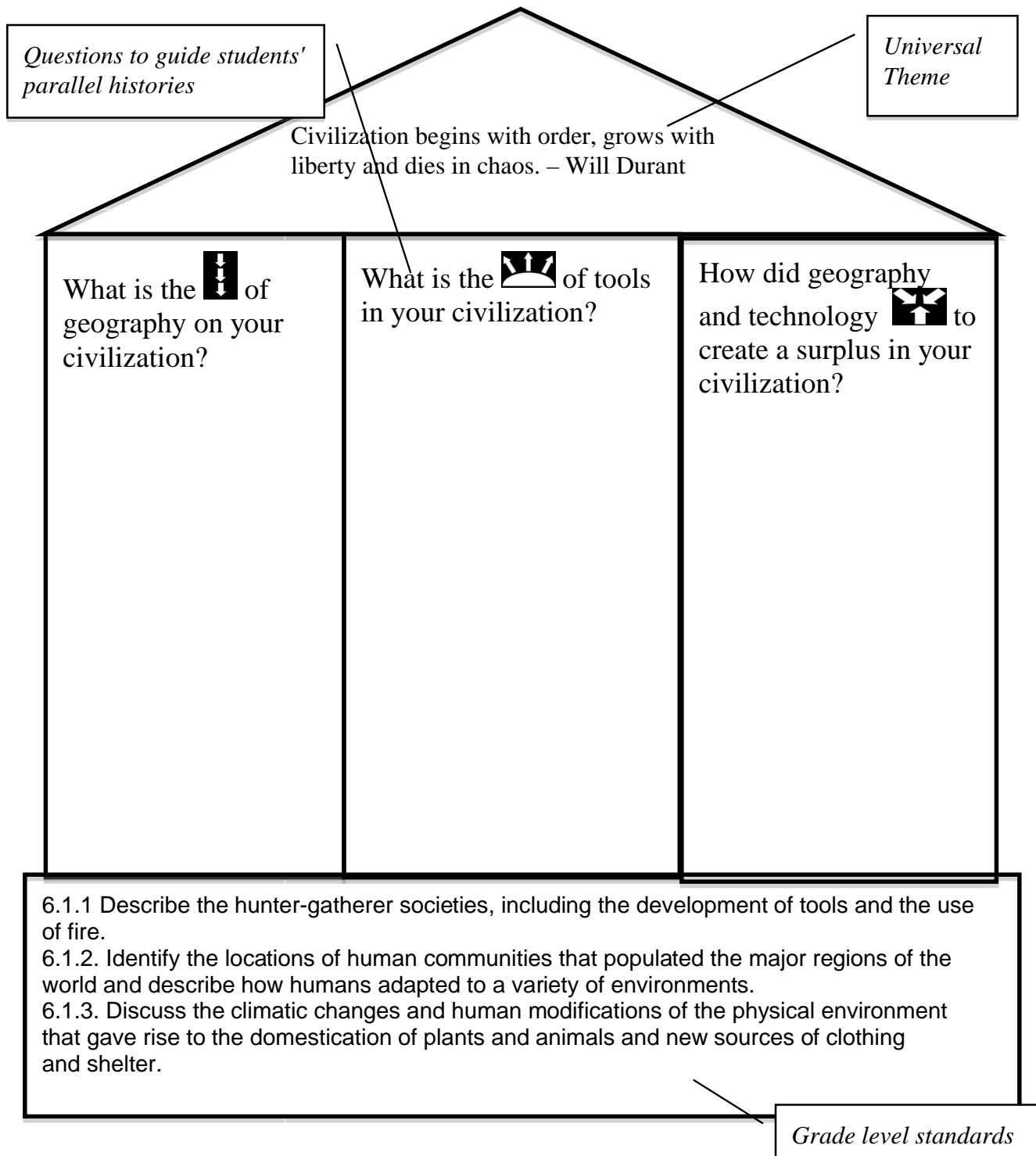
Universal
Themes

Sayings, Proverbs, Quotes

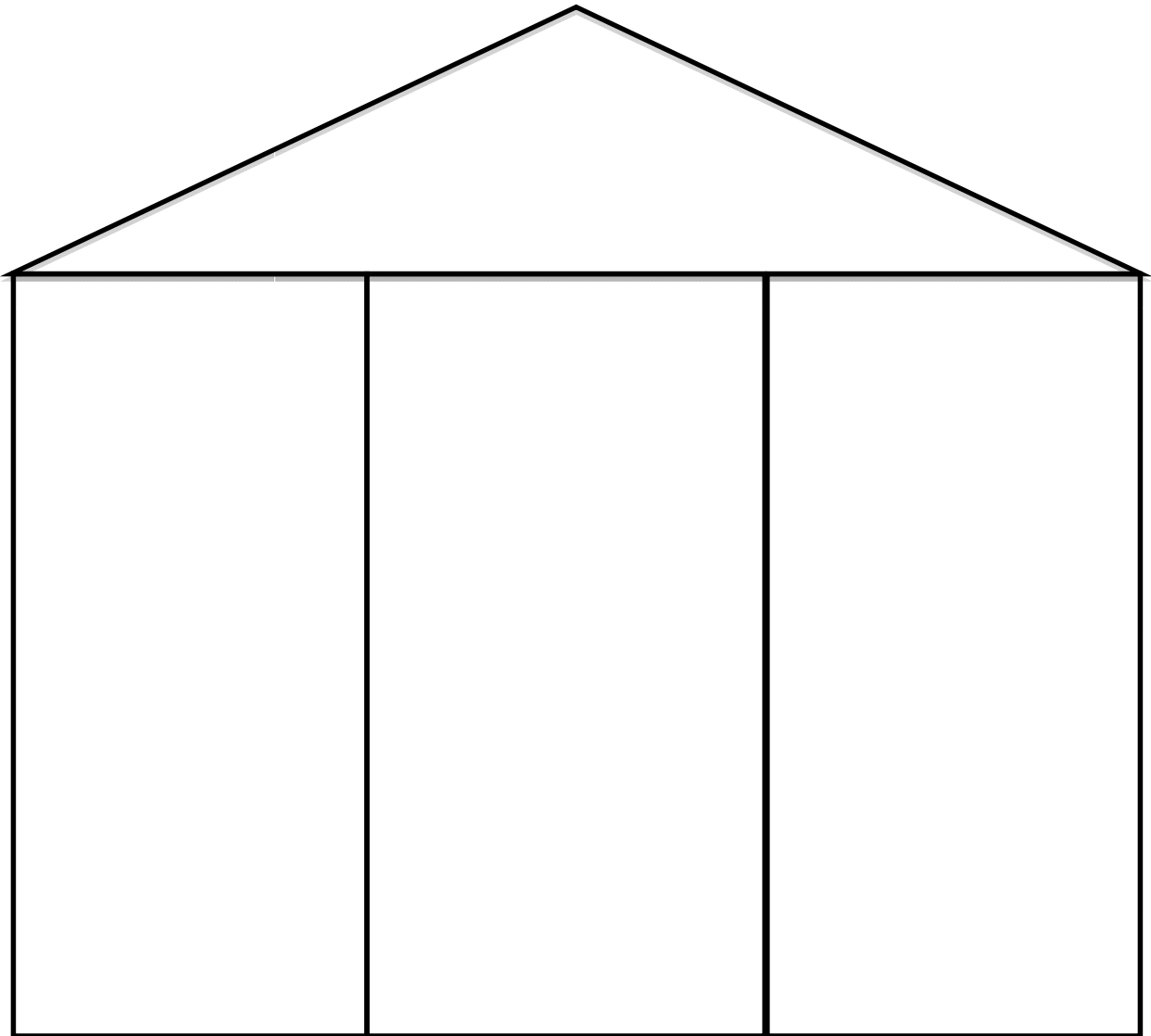
Theme: _____

Keeping Parallel Histories In Line With Standards

Use a big idea organizer to help students develop a civilization based on grade level standards, framed by the universal theme, which incorporates rigorous thinking. This allows students to build their history piece by piece as they learn content.



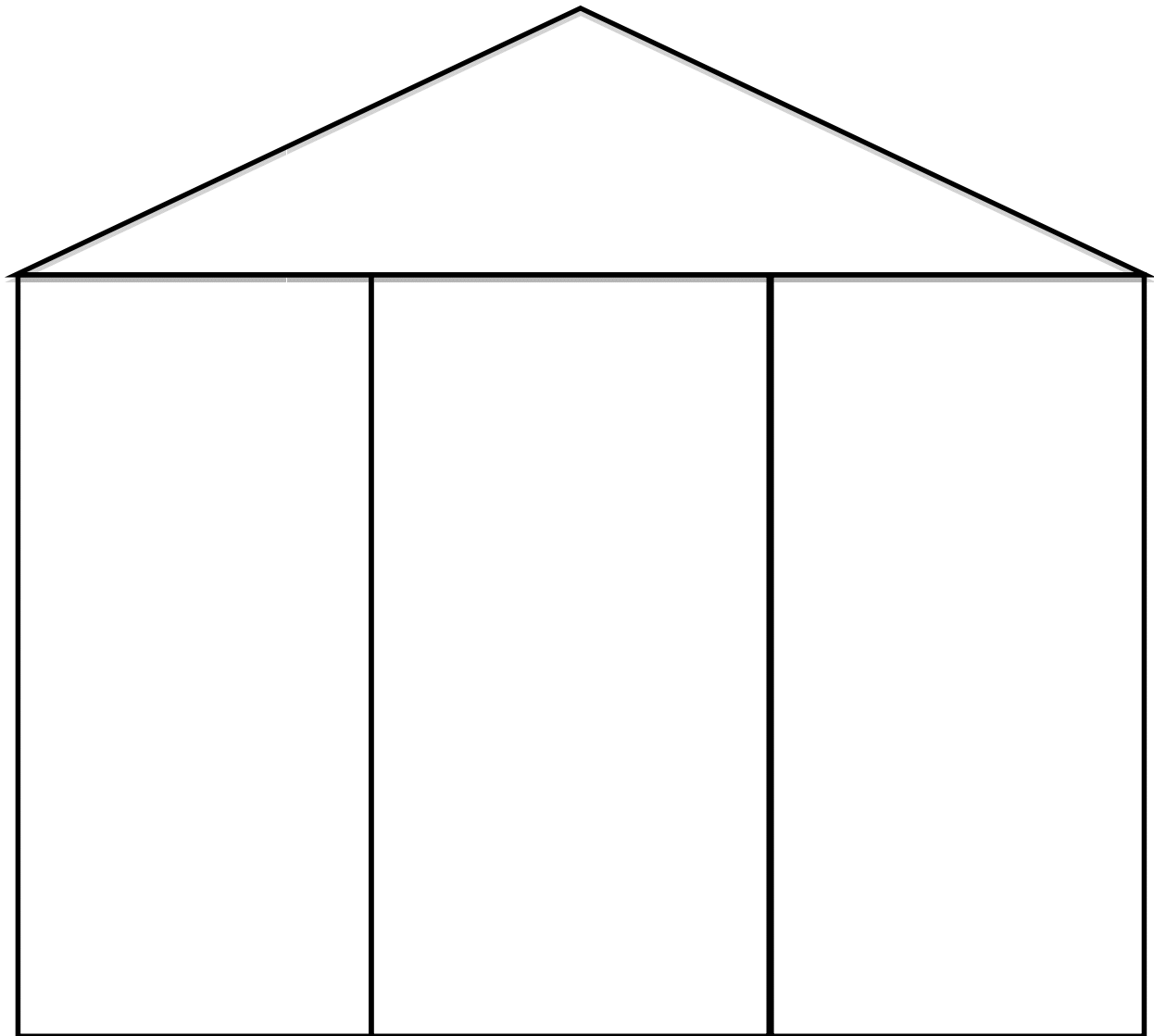
4th Grade Example



4.2.1 Discuss the major nations of California Indians, including their geographic distribution, economic activities, legends, and religious beliefs; and describe how they depended on, adapted to, and modified the physical environment by cultivation of land and use of sea resources.

4.2.6 Discuss the role of the Franciscans in changing the economy of California from a hunter-gatherer economy to an agricultural economy.

8th Grade Example



8.3.6. Describe the basic law-making process and how the Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., function of elections, political parties, interest groups).
8.3.7. Understand the functions and responsibilities of a free press

Across The Disciplines Choice Menu

<p style="text-align: center;">Mythic Beginnings</p> <p>Develop a myth that reflects your civilization's early beginnings and its people's beliefs.</p>	<p style="text-align: center;">Investigate Architecture</p> <p>Create a series of three buildings that show the patterns in your civilization's architecture.</p>	<p style="text-align: center;">Music Reveals Conflicts</p> <p>Write and record a piece of music that communicates a struggle amongst the people of your civilization.</p>
<p style="text-align: center;">Timeline</p> <p>Design a multimedia timeline which details at least ten significant events from your civilization's history.</p>	<p style="text-align: center;">Your Choice</p> <p>Develop a project to show off your civilization's unique past. Your project must examine your civilization from several disciplines.</p> <p style="text-align: center;"><i>Get permission before beginning your project.</i></p>	<p style="text-align: center;">Geography</p> <p>Create a diorama detailing three important geographical features of the land near your civilization.</p>
<p style="text-align: center;">Poetry</p> <p>Write a poem that reflects the beliefs, problems, or joy of your civilization's citizens.</p>	<p style="text-align: center;">Historical Figure</p> <p>Create an article detailing the past of an important historical figure from your civilization.</p>	<p style="text-align: center;">Art History</p> <p>Develop a piece of artwork that shows an important historical event from your civilization's past.</p>

Resources For Themes

- <http://www.michiganepic.org/historythemes/>
- <http://www.nationalhistoryday.org/>
- <http://www.nps.gov/history/HISTORY/categrs/>
- <http://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf>

Works Cited

- Depth and Complexity adapted from *Flip Book*, Sandra Kaplan, Bette Gould, and Victoria Siegel
- Content Imperatives adapted from *Flip Book, Too*, Sandra Kaplan and Bette Gould
- Frames adapted from *Frames: Differentiating The Core Curriculum*, Sandra Kaplan and Bette Gould