Introduction

In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025. **By 2025,**

- **80% of our students will graduate from high school college or career ready**
- **90% of students will graduate on time**
- **100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.**

In order to achieve these ambitious goals, we must collectively work to provide our students with high-quality, College and Career Ready standards-aligned instruction. Acknowledging the need to develop competence in literacy and language as the foundations for all learning, Shelby County Schools developed the Comprehensive Literacy Improvement Plan (CLIP). The plan ensures a quality balanced literacy approach to instruction that results in high levels of literacy learning for all students and across content areas. Destination 2025, the Comprehensive Literacy Improvement Plan, and TN State Standards establish common goals and expectations for student learning across schools and are the underpinning for the development of the curriculum frameworks/maps.

Purpose - This curriculum framework or map is meant to help teachers and their support providers (e.g., coaches, leaders) on their path to effective, college and career ready (CCR) aligned instruction and our pursuit of Destination 2025. It is a resource for organizing instruction around the TN State Standards, which define what to teach and what students need to learn at each grade level. The framework is designed to reinforce the grade/course-specific standards and content—the major work of the grade (scope)—and provides a *suggested* sequencing and pacing and time frames, aligned resources—including complex texts, sample questions and tasks, and other planning tools. Our hope is that by curating and organizing a variety of standards-aligned resources, teachers will be able to spend less time wondering what to teach and searching for quality materials (though they may both select from and/or supplement those included here) and have more time to plan, teach, assess, and reflect with colleagues to continuously improve practice and best meet the needs of their students.

The map is meant to support effective planning and instruction to rigorous standards; it is *not* meant to replace teacher planning or prescribe pacing or instructional practice. In fact, our goal is not to merely "cover the curriculum," but rather to "uncover" it by developing students' deep understanding of the content and mastery of the standards. Teachers who are knowledgeable about and intentionally align the learning target (standards and objectives), topic, text(s), task, topic, and needs (and assessment) of the learners are best-positioned to make decisions about how to support student learning toward such mastery. Teachers are therefore expected--with the support of their colleagues, coaches, leaders, and other support providers--to exercise their professional judgement aligned to our shared vision of effective instruction, the Teacher Effectiveness Measure (TEM) and related best practices. However, while the framework allows for flexibility and encourages each teacher/teacher team to make it their own, our expectations for student learning are non-negotiable. We must ensure all of our children have access to rigor—high-quality teaching and learning to grade level specific standards, including purposeful support of literacy and language learning across the content areas. It is essential for students to strategically leverage their literacy skills to comprehend informational texts and explicitly demonstrate competence in thinking, reading, writing, and communicating.

Integration of literacy skills is critical for student success in post-secondary education and to prepare students, teachers must regularly engage students with:

(1) Regular practice with complex text and vocabulary.
(2) Reading, writing, and speaking grounded in evidence from texts.
(3) Using literacy skills to gain knowledge and demonstrate competence in rigorous activities and tasks.

Effective Social Studies instruction should model and teach students to effectively manage and analyze information using literacy skills and strategies. This requires consistent demonstration and practice of how to use literacy skills with Social Studies content. Document–Based Questions (DBQs) and Text Dependent

Questions (TDQs) are included in the suggested activities throughout this document. "Best Practice" requires student to regularly engage with challenging texts and requires students to substantiate their answers using evidence taken from the text/passage.

"The implementation of Common Core State Standards is a full-school endeavor, not just a project for math and ELA teachers. The Common Core State Standards, in addition to the English Language Arts (ELA) Standards, includes Literacy (reading and writing) standards for the "specialized disciplines" of history, social studies, science, and technical subjects for grades 6-12. Teachers of all grades and subjects can integrate math and literacy skills and activities into their disciplines in order to harness the power of the Common Core to improve student learning across the board."
Source: TN Core
http://www.tncurriculumcenter.org/social_studies

To support literacy and language learning across the content areas and support deeper knowledge building in the content area, throughout this curriculum map, you will see high-quality texts from both the textbook(s) and external/supplemental texts to ensure students are reading appropriately complex, worthwhile material. These texts have been evaluated by district staff to ensure that they meet criteria for text complexity--Quantitative, Qualitative, and Reader & Task Factors. Lexile Levels are listed on the Curriculum Maps, and additional information is cited, where available.

Common Scale for Band Level Text Difficulty Ranges

Common Core Bands	Text-Analyzer Tools					
	ATOS	DRP	FK	Lexile	SR	RM
2nd–3rd	2.75–5.14	42–54	1.98–5.34	420–820	0.05–2.48	3.53–6.13
4th–5th	4.97–7.03	52–60	4.51–7.73	740–1010	0.84–5.75	5.42–7.92
6th–8th	7.00–9.98	57–67	6.51–10.34	925–1185	4.11–10.66	7.04–9.57
9th–10th	9.67–12.01	62–72	8.32–12.12	1050–1335	9.02–13.93	8.41–10.81
11th–CCR	11.20–14.10	67–74	10.34–14.2	1185–1385	12.30–14.50	9.57–12.00

Key
ATOS: ATOS (Renaissance Learning); **DRP**: Degrees of Reading Power (Questar); **FK**: Flesch Kincaid (public domain, no mass analyzer tool available); **Lexile**: Lexile Framework (MetaMetrics); **SR**: Source Rater (ETS); **RM**: Pearson Reading Maturity Metric (Pearson Education)

Note:
What is a DBQ/TDQ?
Document-Based Questions (DBQs) and Text-Dependent Questions (TDQs) are for all students, from elementary school through high school. They are a type of authentic assessment and a way for students to interact with historical records and information.
DBQS/TDQs, may not only be in the form of an actual question, but rather in the form of tasks or activities that requires students to read, analyze, gather information, complete scaffolding responses, assimilate or synthesize information from the listed resources, text or documents.
Throughout this map, the suggested activities are designed to help students gain strength in content knowledge and to provide opportunities at high levels of thinking as they develop life skills. *If hyperlinks in this document are not active due to digital translation issues, the user should copy and paste the link into the address bar of a web browser such as Google Chrome or Mozilla Firef*

WIDA

WIDA English Language Development (ELD) standards and example Model Performance Indicator (MPI) strands appear within this document to provide teachers with appropriate scaffolding examples for ELLs and struggling readers. Strands of MPIs related to the domain of Reading are provided and linked to the corresponding set of CCR standards. *By referencing the provided MPIs and those MPIs within the given links, teachers have access to "I can" statements that are appropriately leveled for ELLs (and struggling readers) in their classrooms. Additionally, MPIs can be referenced for designing new and/or modifying existing assessments.*

WIDA

https://www.wida.us/standards/ELP_standardlookup.aspx

Below is a sample of modifications provided on the WIDA site, feel free to search WIDA for other examples.

Example: Reading World histories, civilizations, and cultures				
Entering: Match people or places with periods in world history through illustrations, words/phrases, and timelines	**Beginning:** Identify features of periods in world history from phrases or sentences and timelines	**Developing:** Classify features of periods in world history from descriptive sentences and timelines (e.g., before or after French Revolution)	**Expanding:** Compare/contrast features of periods in world history based on paragraphs and timelines	**Bridging:** Interpret features of periods in world history from grade level text
Example: Writing Historical figures and times				
Entering: Label significant individuals or historical times in politics, economics, or society using illustrations or photographs and models	**Beginning:** Outline contributions of significant individuals or historical times in politics, economics, or society using illustrations or photographs and models	**Developing:** Describe contributions of significant individuals or historical times in politics, economics, or society using illustrations or photographs and models	**Expanding:** Discuss how significant individuals or historical times have impacted politics, economics, or society using illustrations or photographs	**Bridging:** Explain and evaluate contributions of significant individuals or historical times in politics, economics, or society

Vocabulary Instruction

Effective vocabulary development occurs both incidentally and through explicit instruction. Mastery requires daily immersion in word-rich environments, while teaching and modeling word learning strategies—from the use of context clues and concept maps (to connect related ideas) to understanding the nuance of words: origin, root, and/or affixes. In all content areas, terms should be integrated into tasks and reinforced over time and across contexts.

Basic Vocabulary (Tier 1) - Words that commonly appear in spoken language and are heard frequently in numerous contexts. Tier 1 words rarely require explicit instruction. (Ex: write, read and gather)

Academic Vocabulary (Tier 2) - High frequency words used across content areas. (Ex: expose, establish and verify.) Tier Two words are general academic words and appear in all sorts of texts: informational, technical, and literary texts. Explicit instruction of the Tier 2 academic words, typically occurs within the context of the text is required in order for students to know and use these words. Tier Two words often represent precise ways to say relatively simple things (Ex: "saunter" vs. "walk"). (For more information consult the *BUSD Grade Level Academic Vocabulary,* http://www.berkeleyschools.net/wp-content/uploads/2013/05/BUSD_Academic_Vocabulary.pdf)

Content Vocabulary (Tier 3) - Words are used in specific content areas or domains. Tier 3 words are central to building knowledge and conceptual understanding within the various academic domains and are an integral part of content instruction. (Ex: lynching, abolitionist, slavery) Tier Three words are what the standards refer to as "domain-specific" words are specific to a particular field of study (Ex: legislature, Angora, slavery) and key to understanding a new concept within a text. These words are often explicitly defined by the text, repeatedly used, and heavily front-loaded by the teacher.

Teaching Vocabulary for Mastery…
Vocabulary mastery means that students know and use the words accurately without hesitation. This requires explicit instruction: practice, review, and deep processing. Instruction must be cumulative; teachers must integrate the terms into complex tasks and require them to be used when discussing/using text. For an example of integrating explicit teaching of vocabulary strategies, watch this video of an 11th grade US History teacher using the close reading strategy for explicit use of academic vocabulary.

Here is another resource to provide support for vocabulary instruction, http://www.edutopia.org/blog/teaching-ccss-critical-vocabulary-marilee-sprenger
1. Create an interactive vocabulary wall and use the words in discussions with students.
2. Oral Discourse- develop a balance in student talk and teacher talk to promote meaningful language learning opportunities.
3. Vocabulary Journals - Students can revisit and add to their entries as their understandings develop
4. Concept Sort - identify the key vocabulary terms of an overarching concept or topic
5. Provide a student-friendly definition of the word and students suggest synonyms or antonyms for the word.
7. Use the new word on multiple occasions and in multiple contexts (e.g., sentence starters, games, student writing).
8. Use the new words in context of the lesson.

World History Pacing Guide

FIRST QUARTER			SECOND QUARTER		
Suggested Time	**Topics**	**Big Ideas**	**Suggested Time**	**Topics**	**Big Ideas**
1-3	Enlightenment and the Founding of the United States (1750-1797)	• Explain causes, courses, and outcomes of the Enlightenment • Analyze impact of Enlightenment thinking on the United States	1-3.5	Unification and Imperialism (1800-1914)	• The differences between colonial and empire rule in Southeast Asia, Africa, India, and Latin America • Analyze native resistance to Imperialism
4-6	The Age of Revolution (1750-1850)	• Evaluate the influence of the U.S. revolution and Enlightenment thinking on succeeding revolutions in history	3.5-7	World War I (1914-1919)	• Evaluate impact of politics and technology on war
7-9	The Industrial Revolution (1750-1914)	• Understands the causes, courses, and consequences of the Industrial Revolution • Analyze influence of industry on mass society and modern ideas	7-9	Interwar Changes (1919-1939)	• Research the influence of political change and economic instability on society
THIRD QUARTER			**FOURTH QUARTER**		
Suggested Time	**Topics**	**Big Ideas**	**Suggested Time**	**Topics**	**Big Ideas**
1-2	Nationalism (1919-1939)	• Explain how economic exploitation and political control can lead to nationalist movements	1-9	The Contemporary World	Post Cold War Changes (1989- Present) • Evaluate motivations to end the Cold War • Explain the collapse of the Soviet Union • Research the economic and social developments occurring in Western Europe, North America, China, Japan, and the Koreas
3-5	World War II (1939-1945)	• Evaluate impact of War on society			• Identify and summarize challenges in the modern world including weapons of mass destruction, terrorism, ethnic conflict, and global poverty.
6-9	The Cold War (1945-1989)	• Analyze how political relationships and change can develop conflict and impact the economy • Explain conflicts in the developing countries of the Middle East, Asia, Africa, and Latin America (1993)			• Recognize Global and Environmental Issues • Africa in April and Memphis in May • Locate pre and post-war countries on a map/globe. • Compare and contrast culture, holidays, and themes across nations.

* Please note that these time frames are suggested/estimated times. Instructional timing may vary due to schedule complications, remediation efforts or other factors.

Curriculum Framework	Quarter 4	World History High School
TN State Social Studies Standards	**Guiding Questions & Vocabulary**	**Instructional Activities & Resources**

<table>
<tr><td colspan="3" align="center">The Contemporary World Since 1989
Weeks: 1-9</td></tr>
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Textbook: McGraw Hill. *World History and Geography Modern Times*

TN State Recommended Primary Documents and Supporting Readings:

Anchor text:

Excerpts from "The World is Flat", Thomas Friedman , (1460L), http://www.labeee.ufsc.br/~luis/egcec/livros/globaliz/TheWorldIsFlat.pdf

TN State Social Studies Standards	Guiding Questions & Vocabulary	Instructional Activities & Resources
W.88 Explain the importance of trade and regional trade treaties, including NAFTA, MERCOSUR, CAFTA, and CARICOM. (E, G)	**W.88** How did trade treaties impact the modern world? Did the trade agreements of NAFTA favor certain countries over others?	**W.88** Compare and contrast NAFTA, CAFTA, and CARICOM using a T-chart. https://ustr.gov/trade-agreements/free-trade-agreements/north-american-free-trade-agreement-nafta http://www.citizen.org/Page.aspx?pid=1046 http://www.caricom.org/jsp/community/caricom_standard.jsp?menu=community Compile a timeline of political impacts caused by trade and regional trade treaties. Literacy RH.9-10.2 McGraw Hill. *World History and Geography Modern Times* pp. 438-439
W.89 Trace the impact of drug trafficking on and movements of people to the United States, their monetary and affective connections to their homelands, and return migration to Latin America. (C, G)	**W.89** How do Mexican drug cartels traffic in drugs to the United States? What influences have led to the drug war in Mexico?	**W.89** Explain in an essay, the interconnectedness of Columbia, Mexico, and the United States as it relates to drug trafficking. Literacy WHST.9-10.1.B PBS Frontline - Drug Wars Teaching Tolerance - War on Drugs McGraw Hill. *World History and Geography Modern Times*. Ohio: Columbus, 2015. 451. Print.

Curriculum Framework	Quarter 4	World History High School
TN State Social Studies Standards	**Guiding Questions & Vocabulary**	**Instructional Activities & Resources**

TN State Social Studies Standards	Guiding Questions & Vocabulary	Instructional Activities & Resources
W.90 Evaluate the geographic impact, such as the growing innovations of technical geographical tools including GPS and GIS, these resources are having on retail, transportation, communication, and tech industries. (C, E, G)	**W.90** How do GIS and GPS systems influence our lives?	**W.90** Experiment with GIS Systems and their functionalities. http://education.nationalgeographic.org/activity/introduction-gis/ Hold a GPS Scavenger Hunt in class. http://sciencespot.net/Pages/classgpslsn.html Close read Activity 1st read Aloud by the teacher or groups. 2nd read student notation Independent 3rd read group reading focused on TDQs Culminating Activity: Have students choose their prompt. Essay Prompt: 1. Chapters 1-4 What are the benefits/ detriments of the "world is flat" metaphor? What is Friedman trying to convey with this image?
W.91 Identify the weaknesses and strengths of the oil-rich Persian Gulf states, including Saudi Arabia, Kuwait, and others. (E, G, P)	**W.91** What are the challenges in the Persian Gulf as they relate to politics, military, and economics?	
W.92 Analyze the use of geo-technology in the search for new sources of oil and the geographic causes and effects of transitioning to alternative energy sources. (E, G)	**W.92** How is space related to natural resources?	2. How many of the ten flatteners Friedman describes affect life? Did Friedman leave any flatteners out? Is the importance of any of the flatteners he lists overstated? 3. Is the world he describes really flat? Think of another metaphor that would better explain (or explain just as well, if you buy the idea that the world is flat) what Friedman details in these chapters...........
W.93 Analyze reactions by surrounding Arab countries of the U.N. decision to establish Israel, the four Arab-Israeli Wars, and the rise of the Palestinian Liberation Organization. (G, H, P)	**W.93** Why has the Palestinian Liberation Organization(PLO) failed to reach a peace agreement with Israelis?	Anchor Text: Excerpts from "The World is Flat", Thomas Friedman , (1460L), http://www.labeee.ufsc.br/~luis/egcec/livros/globaliz/TheWorldIsFlat.pdf Literacy RH.11-12.1,2,4; WHST.11-12.2,3
W.94 Analyze the attempts to secure peace in the Middle East, including the Camp David Accords and the Oslo	**W.94** What were the impacts of the Camp David and Oslo Accords?	**W.91** Complete a scenario that explains the foreign policy of nations as it relates to oil supply and its possible shortage. http://worldwithoutoil.org/metalesson5.htm

TN State Social Studies Standards	Guiding Questions & Vocabulary	Instructional Activities & Resources
Accords. (H, P) **W.95** Summarize the Iranian Revolution of 1978–1979 after Khomeini, the Iranian hostage crisis, and more recent nuclear issues. (H, P) **W.96** Explain the defeat of the Soviet Union and the rise of the Mujahedin and the Taliban in Afghanistan. (G, H, P) **W.97** Determine the central ideas of a text describing the origin and course of the Rwanda Genocide. (C, H, P) **W.98** Describe the impact of the collapse of the Soviet Union on Eastern Bloc nations, including the Balkans. (G, H, P) **W.99** Examine the effects of German reunification on both Western and Eastern Germany. (C, G, P)	**W.95** What was the Iranian Revolution? **Content Vocabulary (Tier 3):** Protestors, exploitation, Jurisdictions, Terrorist, arbitrarily, Reunification **Academic Vocabulary (Tier 2):** Evolves, evident, corruption **W.96** How was Sharia law enforced by the Taliban in Afghanistan? **W.97** How should we remember the Rwandan Genocide? **W.98** How did Bloc nations change after the fall of the Soviet Union? **W.99** How did the reunification of Germany change the country?	**W.92** Review a national atlas as a class. Draw conclusions about geographic technology and resource use. http://www.tngeographicalliance.org/world-history-and-geography.html **W.93** Discuss and analyze the Israeli-Palestinian conflict by reading primary source profiles of children involved in the conflict. Literacy RH.11-12.1,2,4; WHST.11-12.2,3 Use: http://www.usip.org/sites/default/files/israeli_conflict.pdf World Affairs McGraw Hill. *World History and Geography Modern Times*. Ohio: Columbus, 2015. 446-447. Print. **W.94** Explain why President Carter of the US wanted to negotiate peace between Egypt and Israel. Analyze why the agreement was hard to reach. Create an informative news report of the event. http://www.jimmycarter.info/teachers_4.html **http://www.mei.edu/sites/default/files/publications/Legacy-Camp-David.pdf** Literacy RH.11-12.1,2,4; WHST.11-12.2,3 **W.95** Use primary source newspapers to understand the Iranian Revolution. Evaluate the impact of Ayatollah Khomeni on US-Iran relations Literacy RI.9-10.1 http://learning.blogs.nytimes.com/2009/02/13/talkin-bout-a-revolution/?_r=0 McGraw Hill. *World History and Geography Modern Times*. Ohio: Columbus, 2015. 448-449. Print.

Curriculum Framework	Quarter 4	World History High School
TN State Social Studies Standards	Guiding Questions & Vocabulary	Instructional Activities & Resources

TN State Social Studies Standards	Guiding Questions & Vocabulary	Instructional Activities & Resources
W.100 Using census data and population pyramids, identify and describe the demographic changes worldwide since 1980. (C, E, G, H, P)	**W.100** How has the world's population changed since 1980?	**W.96** Create a timeline of events relating to the rise and fall of the Taliban in Afghanistan. List possible reasons that the Taliban in Afghanistan continues to work with Al-Queda. http://www.proquestk12.com/bulletins/09NOV/TM_PQPlatinum.shtml
W.101 Initiate and participate in collaborative discussions explaining the origins of the Persian Gulf War and the postwar actions of Saddam Hussein. (E, H, P)	**W.101** How did the Persian Gulf War begin?	**W.97** Determine the difference between a bystander and an 'upstander'. http://www.pbs.org/wgbh/pages/frontline/teach/ghosts/ McGraw Hill. *World History and Geography Modern Times*. Ohio: Columbus, 2015. 459. Print. **W.98** Identify former Soviet Bloc countries on a map. Explain the decline of social solidarity in theses former Bloc nations. Analyze the impact of the European Union on these former Bloc nations. Literacy RH.11-12.1,2,4; WHST.11-12.2,3 Fall of Soviet Union McGraw Hill. *World History and Geography Modern Times*. Ohio: Columbus, 2015. 435. Print.
W.102 Describe Islamic revivalism and radicalism, including Muslim communities in Europe. (C, P)	**W.102** What is Islamic revivalism and how does it impact Islamic radicalism?	**W.99** After reading primary source news articles, explain why Germany was happy to become reunified. Organize issues after reunification into the categories of social, political, and economic. Write a short analytical essay describing the short lived happiness of reunified Germany. http://www.nytimes.com/learning/general/onthisday/big/1003.html McGraw Hill. *World History and Geography Modern Times*. Ohio: Columbus, 2015. 437-438. Print.
W.103 Trace the increase in terrorist attacks against Israel, Europe, and the United States. (C, P)	**W.103** How do the countries of Israel and those within Europe compare In terms of received terrorist attacks?	
W.104 Utilize primary and secondary sources describing America's response to, and the wider international consequences of, the September 11, 2001 terrorist attacks, including the United States invasion of Afghanistan and Iraq. (C, G, H,	**W.104** How did American society change after 9-11-01? How did the terrorist attacks impact society on a global scale?	**W.100** Using population pyramids, create posters containing graphs and charts that explain the changes in global demographics. http://www.tngeographicalliance.org/world-history-and-geography.html

TN State Social Studies Standards	Guiding Questions & Vocabulary	Instructional Activities & Resources
P)		**W.101** After reading secondary summaries of the Persian Gulf War, have students create an undated timeline of events leading up to the war. Students should complete task in groups, and then share out as a group to the rest of the class. **W.102** As a class, create a T-chart of attributes used to describe Islamic revivalism and the aims of Islamic revivalism. After a consensus is reached, discuss the causes and effects of Islamic radicalism. Be sure to tell students that the discussion is a growing discussion, and is not definite due to the continuing wars in the Middle East. **W.103** Students will research terrorist attacks in Israel and Europe noting: country, attacker, type of attack, media coverage, and impact on attacked country. **W.104** As a preliminary procedure, discuss the events of the September 11th terrorist attack on the United States. Using survivor stories, students will learn how to understand an event through various viewpoints. http://www.911memorial.org/sites/all/files/An%20Unusual%20Survivor%20Story_0.pdf

Sample Literacy Lessons & Activities

South Africa	Civil Unrest	Local Issues
http://www.history.com/topics/apartheid	http://www.unrefugees.org/what-is-a-refugee/	http://www.nylcv.org/issues
Simulate a mock United Nations meeting in which students address apartheid in South Africa and provide response to the events that took place to resist and change the system. Literacy RI.9-10.2	Discuss with students the civil unrest and inequalities that exists in many countries around the world and that many people have said that unless developing nations give equal rights to their citizens, those countries will not be able to improve their standard of living and advance to become developed nations. As each student to write an essay addresses families making decisions to leave or sent their children off alone they should address all considerations. Arguments should be shared with the class. Literacy RI.9-10.2	Have student groups to discuss several local issues and take notes. Students should then write individual letters to the editor of a local paper about the issue of choice: describe the issue and the contributing factors in the community and several solutions to the problem should be explored. Literacy RI.9-10.2

Additional Resources

National and State Organizations, Standards, and Curriculum

- National Council for the Social Studies - http://www.socialstudies.org/
- College, Career, and Civic Life: C3 Framework for Social Studies State Standards
- Tennessee Geographic Alliance - http://web.utk.edu/~tga/

- National Standards for Civics and Government -http://www.civiced.org/index.php?page=stds
- History Standards: US and World - http://www.nchs.ucla.edu/history-standards
- National Geography Standards - http://www.nationalgeographic.com/xpeditions/standards/
- National Council on Economic Education - http://www.councilforeconed.org/resources/type/standards/
- National Standards for High School Psychology - http://www.apa.org/education/k12/national-standards.aspx

- Teaching about the Federal Budget: A curriculum about the federal budget, national debt and budget deficit called Understanding Fiscal Responsibility developed by Teachers College Columbia. Includes lessons and materials. http://teachufr.org/

Contests and Projects

Following are links to organizations that sponsor project competitions for students. Even if students don't actually participate in the contest the ideas make great classroom projects. Check on the webpages for great teaching tips and resources.

- National History Day 2015 Theme: Leadership and Legacy in History. Students select a topic related to the annual them and conduct research using primary and secondary sources. Students present their research in one of five ways: a paper, an exhibit, a performance, a documentary, or a web site.
- We The People - Through the use of high quality resources, upper elementary and high school students learn about the constitution and develop civic competence. The students participate in a simulated congressional hearing.
- Project Citizen - This program helps students become involved in projects in their local communities by promoting competent and responsible participation with government at all levels. Like the We The People program it is sponsored by the Center for Civic Education. There are also correlations to the Common Core Literacy and Social Studies standards available at this link.
- National Geography Bee - Sponsored by the National Geographic, many students across the country participate at local, state, and national levels.