

Curriculum Map

Grade 7th Social Studies

The American Journey- PART I

Illinois Learning Standards and Time Intervals	COMMON CORE MAJOR CONTENT	LEARNING OBJECTIVES	POSSIBLE INSTRUCTIONAL ACTIVITIES	POSSIBLE ASSESSMENTS
<p style="text-align: center;">Quarter 1</p> <p>17.A.3a Explain how people use geographic markers and boundaries to analyze and navigate the Earth (e.g., hemispheres, meridians, continents, bodies of water).</p> <p>17.C.3a Explain how human activity is affected by geographic factors.</p> <p>17.C.3b Explain how patterns of resources are used throughout the world.</p> <p>17.C.3c Analyze how human processes influence settlement patterns including migration and population growth.</p> <p style="text-align: center;">Unit 1-</p>	<p>ALL YEAR: CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. CCSS.ELA-Literacy.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. CCSS.ELA-Literacy.RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.</p> <p>CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. CCSS.ELA-Literacy.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>	<p>Introduction to Seventh Grade Social Science— American History –Part I</p> <p>Review the Geography Skills Handbook</p> <ul style="list-style-type: none"> • 5 Themes of Geography (ref 16) • 6 Essential Elements of Geography (ref 17) • Maps and globes (ref 16), map projections (ref 19), the parts of a map, scale, and types of maps (ref 22-27) • Latitude and hemispheres (ref 20) • Longitude and hemispheres (ref 20) • Charts, graphs, and diagrams (ref 28-29) <p>Unit 1-The Americas: Early Migration to 1770 <i>Objectives=</i></p> <ul style="list-style-type: none"> • Explain how people arrived in the Americas, and describe the cultural contributions of the Native Americans 	<p>American Journey, Reference Atlas, Geography Skills Handbook</p> <p>Maps: Physical Regions of the USA;</p> <p>The United States, North America map creation</p> <p>Teacher created/collected supplementary materials</p>	<p>Teacher created quizzes</p> <p>Teacher created projects</p> <p>Student practice (individual and small group)</p> <p>Student Completed Maps</p> <p>Unit Test Essay(s)</p>

1st Quarter
Unit 1

17.B.3b Explain how changes in components of an ecosystem affect the system overall.
17.C.3a Explain how human activity is affected by geographic factors.
17.C.3b Explain how patterns of resources are used throughout the world.
17.C.3c Analyze how human processes influence settlement patterns including migration and population growth.

Same as above and
16.C.3b (W) Describe the economic systems and trade patterns of North America, South America and Mesoamerica before the encounter with the Europeans.
18.A.3 Explain how language, literature, the arts, architecture and traditions contribute to the development and transmission of culture.
18.B.3a Analyze how individuals and groups interact with and within institutions (e.g., educational, military).
18.B.3b Explain how social institutions contribute to the development and transmission of culture.

16.C.3b (W) Describe the economic systems and trade patterns of North America, South America and Mesoamerica before the encounter with the Europeans.
16.D.3 (W) Identify the origins and analyze consequences of events that have shaped world social history including famines, migrations, plagues, slave trading.
18.B.3b Explain how social institutions contribute to the development and

CCSS.ELA-Literacy.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).
CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
CCSS.ELA-Literacy.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

Same as above

Same as above

- Classify the explorers and their areas of explorations on the Native American culture
- Describe the founding of the European colonies in America
- Discuss economic and cultural aspects of colonial life and explain the causes of the French and Indian War

Unit 1 Reading Skill (RS) (pg 2)
Identifying the Main Idea

Chapter 1: the First Americans-Prehistory to 1492

Describe how agriculture changed the lives of early people.

Relate how the early civilizations of Mexico and Central America developed socially, politically, and economically (RS-Summarizing [pg 15])

Discuss how the way of life of the Native Americans of North America related to their environment. (RS-Determine Cause and Effect [pg 22])

Section Guided Reading
<http://www.bradshawfoundation.com/journey/>

Timeline Activity

Section Guided Reading
Comparison Graphic Organizer

Timeline Activity

Section Guided Reading
Comparison Graphic Organizer

Anasazi <http://www.history.com/topics/native->

Chapter Test

Essay(s)

Quiz

Other Teacher Created Assessments/ Projects

Quiz

Other Teacher Created Assessments/ Projects

Quiz

Other Teacher Created Assessments/ Projects

transmission of culture.
18.C.3b Explain how diverse groups have contributed to U.S. social systems over time.

15.D.3b Explain how comparative advantage forms the basis for specialization and trade among nations.
15.D.3c Explain how workers can affect their productivity through training and by using tools, machinery and technology.
16.A.3b Make inferences about historical events and eras using historical maps and other historical sources.
16.B.3d (W) Describe political effects of European exploration and expansion on the Americas, Asia, and Africa after 1500 CE.
16.C.3a (US) Describe economic motivations that attracted Europeans and others to the Americas, 1500-1750.
16.C.3a (US) Describe economic motivations that attracted Europeans and others to the Americas, 1500-1750.
16.C.3c (W) Describe the impact of technology (e.g., weaponry, transportation, printing press, microchips) in different parts of the world, 1500 - present.
16.E.3b (W) Explain how expanded European and Asian contacts affected the environment of both continents

Same as above

Same as above

CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
CCSS.ELA-Literacy.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.

Same as above

Same as above

Chapter 2: Exploring the Americas 1400-1625

Describe the events and technological advances that supported European exploration. (RS-Note Taking [pg 28])

Explain why Spain and Portugal wanted to find a sea route to Asia. (RS-Note Taking [pg 34])

Understand the ways in which Spain's affected the economic and social development of the Americas. (RS-Identifying [pg 47])

[american-history/trail-of-tears/videos/demise-of-the-anasazi](#)

5W Chart for Key People and Events

Section Guided Reading

Timeline Activity

Graphic Organizers

Section Guided Reading

Map Activities

Magellan Scavenger Hunt

Section Guided Reading

Graphic Organizer

Chapter Test

Essay(s)

Quiz

Other Teacher Created Assessments/ Projects

Quiz

Other Teacher Created Assessments/ Projects

Quiz

Other Teacher Created Assessments/ Projects

<p>Same as above and 16.B.3a (US) Describe how different groups competed for power within the colonies and how that competition led to the development of political institutions during the early national period.</p>	<p>Same as above</p>	<p>Discuss why European nations established colonies in North America. (RS-Summarizing [pg 52])</p>	<p>Section Guided Reading Country Settlement Comparison chart (Venn)</p>	<p>Quiz Other Teacher Created Assessments/ Projects Chapter Test Essay(s)</p>
<p>16.A.3b Make inferences about historical events and eras using historical maps and other historical sources. 16.B.3a (US) Describe how different groups competed for power within the colonies and how that competition led to the development of political institutions during the early national period. 16.B.3d (W) Describe political effects of European exploration and expansion on the Americas, Asia, and Africa after 1500 CE. 16.C.3a (US) Describe economic motivations that attracted Europeans and others to the Americas, 1500-1750.</p>	<p>CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. CCSS.ELA-Literacy.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.</p>	<p>Chapter 3: Colonial America 1587-1770</p> <p>Explain why the English settled in North America. (RS-Summarizing [pg 61])</p>	<p>Section Guided Reading</p>	<p>Quiz Other Teacher Created Assessments/ Projects</p>
<p>16.B.3a (US) Describe how different groups competed for power within the colonies and how that competition led to the development of political institutions during the early national period. 16.D.3a (US) Describe characteristics of different kinds of communities in various sections of America during the colonial/frontier periods and the 19th century. 16.D.3b (US) Describe characteristics of different kinds of families in America during the colonial/frontier periods and the 19th century.</p>	<p>Same as above</p>	<p>Understand why the Separatists and Puritan left England and settled in North America. (RS-Summarizing [pg 69])</p>	<p>Section Guided Reading Venn Diagram Colony Comparison chart</p>	<p>Quiz Other Teacher Created Assessments/ Projects</p>
<p>Same as above 17.C.3a Explain how human activity is affected by geographic factors. 17.C.3b Explain how patterns of resources are used throughout the world. 17.C.3c Analyze how human processes influence settlement patterns including migration and population growth. 17.D.3b Explain how interactions of geographic factors have shaped present conditions.</p>	<p>Same as above</p>	<p>Describe how the Middle Colonies developed. (RS-Summarizing [pg 75])</p>	<p>Section Guided Reading Colony Comparison chart</p>	<p>Quiz Other Teacher Created Assessments/ Projects</p>

Same as above and
 16.D.3 (W) Identify the origins and analyze consequences of events that have shaped world social history including famines, migrations, plagues, slave trading.
 16.C.3b (US) Explain relationships among the American economy and slavery, immigration, industrialization, labor and urbanization, 1700-present.

17.B.3a Explain how physical processes including climate, plate tectonics, erosion, soil formation, water cycle, and circulation patterns in the ocean shape patterns in the environment and influence availability and quality of natural resources.
 17.C.3a Explain how human activity is affected by geographic factors.
 17.C.3c Analyze how human processes influence settlement patterns including migration and population growth.
 17.D.3b Explain how interactions of geographic factors have shaped present conditions.

Same as above and
 16.D.3a (US) Describe characteristics of different kinds of communities in various sections of America during the colonial/frontier periods and the 19th century.
 16.D.3b (US) Describe characteristics of different kinds of families in America during the colonial/frontier periods and the 19th century.
 18.A.3 Explain how language, literature, the arts, architecture and traditions contribute to the development and transmission of culture.
 18.B.3b Explain how social institutions contribute to the development and transmission of culture.
 18.C.3a Describe ways in which a diverse U.S. population has developed and maintained common beliefs (e.g., life, liberty and the pursuit of happiness; the Constitution and the Bill of Rights).
 18.C.3b Explain how diverse groups have

Same as above
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CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
 CCSS.ELA-Literacy.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.

Same as above

Explain how and why the Southern Colonies grew. (RS-Note Taking [pg 76])

Chapter 4: Growth of the Thirteen Colonies 1607-1770

Explain how geography affected the economic development of the three colonial regions. (RS-Note Taking [pg 88])

Describe ways in which an American culture was developing during the colonial period. (RS-Note Taking [pg 98])

Section Guided Reading
 Colony Comparison chart
 Research/comparison activity on Anne Hutchinson, Margaret Brent, and Eliza Lucas Pinckney (pg 80)

Section Guided Reading
 Colonial Regions Triple Venn Diagram
 Foldable on the Growth of the 13 Colonies

Section Guided Reading
 Colony Type Comparison chart (Charter/Proprietary/Royal)

Quiz
 Other Teacher Created Assessments/Projects

Chapter Test
 Essay(s)

Quiz
 Other Teacher Created Assessments/Projects

Quiz
 Other Teacher Created Assessments/Projects

contributed to U.S. social systems over time.

15.A.3a Explain how market prices signal producers about what, how and how much to produce.

15.C.3 Identify and explain the effects of various incentives to produce a good or service.

15.D.3a Explain the effects of increasing and declining imports and exports to an individual and to the nation's economy as a whole.

15.D.3b Explain how comparative advantage forms the basis for specialization and trade among nations.

16.B.3a (US) Describe how different groups competed for power within the colonies and how that competition led to the development of political institutions during the early national period.

17.C.3a Explain how human activity is affected by geographic factors.

17.C.3b Explain how patterns of resources are used throughout the world.

17.C.3c Analyze how human processes influence settlement patterns including migration and population growth.

17.D.3a Explain how and why spatial patterns of settlement change over time.

17.D.3b Explain how interactions of geographic factors have shaped present conditions.

2nd Quarter-
(Mid-October)
Unit 2-

Same as above
CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Same as above

Understand why conflict arose between France and Great Britain. (RS-Identifying [pg 76])

Discuss how the outcome of the French and Indian War determined control of North America. (RS-Analyzing [pg 112])

Unit 2-Creating a Nation 1763-1790
Objectives=

- Explain how changes in British policies in North American caused dissatisfaction among colonists.
- Describe the outbreak of hostilities between Patriot and British forces
- Discuss the preparation of and key points in the Declaration of Independence and the Constitution.

Unit 2 Reading Skill (RS) (pg 118)
Making Connections

Section Guided Reading

Interpreting Political Cartoons (Unite or Die-Benjamin Franklin)

Foldable

Timeline Activity

Section Guided Reading

War Mapping Activity

Foldable

Graphic Organizer/
Flow Chart

Quiz

Other Teacher Created Assessments/
Projects

Quiz

Other Teacher Created Assessments/
Projects

Unit Test

Essay(s)

<p>14.C.3 Compare historical issues involving rights, roles and status of individuals in relation to municipalities, states and the nation. 15.D.3a Explain the effects of increasing and declining imports and exports to an individual and to the nation's economy as a whole. 15.E.3a Identify the types of taxes levied by differing levels of governments (e.g., income tax, sales tax, property tax). 15.E.3b Explain how laws and government policies (e.g., property rights, contract enforcement, standard weights/measurements) establish rules that help a market economy function effectively.</p>	<p>CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). CCSS.ELA-Literacy.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text. CCSS.ELA-Literacy.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.</p>	<p>Chapter 5: The Spirit of Independence 1763-1776</p> <p>Describe how the British government angered the British colonists after the French and Indian War. (RS-Analyzing [pg 125])</p>	<p>Section Guided Reading</p> <p>British Policy vs Colonists' View Comparison Chart</p> <p>Timeline Activity</p>	<p>Chapter Test</p> <p>Essay(s)</p> <p>Quiz</p> <p>Other Teacher Created Assessments/ Projects</p>
<p>Same as above</p>	<p>Same as above</p>	<p>Explain how the colonists reacted to British policies. (RS-Analyzing [pg 129])</p>	<p>Section Guided Reading</p> <p>Propaganda and Timeline activities</p>	<p>Quiz</p> <p>Other Teacher Created Assessments/ Projects</p>
<p>14.C.3 Compare historical issues involving rights, roles and status of individuals in relation to municipalities, states and the nation. 14.D.3 Describe roles and influences of individuals, groups and media in shaping current Illinois and United States public policy (e.g., general public opinion, special interest groups, formal parties, media). 14.F.3a Analyze historical influences on the development of political ideas and practices as enumerated in the Declaration of Independence, the United States Constitution, the Bill of Rights and the Illinois Constitution. 16.A.3b Make inferences about historical events and eras using historical maps and other historical sources. 16.A.3c Identify the differences between historical fact and interpretation. 16.B.3a (US) Describe how different groups competed for power within the colonies and how that competition led to the development of political institutions</p>	<p>Same as above CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>	<p>Discuss how the American colonists and the British soldiers came to open warfare at Lexington and Concord. (RS-Drawing Conclusions [pg 137])</p>	<p>Section Guided Reading</p> <p>Mapping activity</p> <p>Timeline Activity</p>	<p>Quiz</p> <p>Other Teacher Created Assessments/ Projects</p>

during the early national period.
 16.B.3b (US) Explain how and why the colonies fought for their independence and how the colonists' ideas are reflected in the Declaration of Independence and the United States Constitution.

Same as above

Same as above

16.B.3a (US) Describe how different groups competed for power within the colonies and how that competition led to the development of political institutions during the early national period.
 16.B.3b (US) Explain how and why the colonies fought for their independence and how the colonists' ideas are reflected in the Declaration of Independence and the United States Constitution.
 18.A.3 Explain how language, literature, the arts, architecture and traditions contribute to the development and transmission of culture.
 18.B.3a Analyze how individuals and groups interact with and within institutions (e.g., educational, military).
 18.B.3b Explain how social institutions contribute to the development and transmission of culture.
 18.C.3a Describe ways in which a diverse U.S. population has developed and maintained common beliefs (e.g., life, liberty and the pursuit of happiness; the

CCSS.ELA-Literacy.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.
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 CCSS.ELA-Literacy.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Same as above

CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
 CCSS.ELA-Literacy.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).
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Discuss why the Americans chose to declare independence from Britain. (RS-Note Taking [pg 138])

The Declaration of Independence [pg 146]

Chapter 6: The American Revolution 1776-1783

Summarize the challenges faced by the American Revolutionaries at the start of the war. (RS-Analyzing [pg 159])

Section Guided Reading
 Graphic Organizer/
 Flow Chart

List of Grievances
 activity

History Channel: The
 Story of Us-
 Revolutionary War

Section Guided Reading
 Battle Map, Venn
 Diagram of Loyalist &
 Patriots, Graphic
 Organizer for types of
 troops
 Foldable

Quiz
 Other Teacher
 Created
 Assessments/
 Projects

Quiz

Chapter Test
 Essay(s)

Quiz
 Other Teacher
 Created
 Assessments/
 Projects

Constitution and the Bill of Rights).
18.C.3b Explain how diverse groups have contributed to U.S. social systems over time.

Same as above

CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
CCSS.ELA-Literacy.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).

Explain how the United States [*sic*] gained allies and aid during the Revolutionary War. (RS-Inferring [pg 165])

Section Guided Reading
Graphic Organizer on Allies and types of assistance
Foldable

Quiz
Other Teacher Created Assessments/Projects

Same as above
17.C.3a Explain how human activity is affected by geographic factors.

Same as above
CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Discuss how fighting in the West and South affected the course of the Revolutionary War. (RS-Summarizing [pg 173])

Section Guided Reading
Battle Mapping Activity

Quiz
Other Teacher Created Assessments/Projects

Same as above

Same as above

Describe how the Battle of Yorktown led to American Independence. (RS-Drawing Conclusions [pg 178]) (Map pgs 180-181)

Section Guided Reading
Battle of Yorktown, pgs 180-181
Reenactment

Quiz
Other Teacher Created Assessments/Projects

Chapter 7: A More Perfect Union 1777-1790

Chapter Test
Essay(s)

14.B.3 Identify and compare the basic political systems of Illinois and the United States as prescribed in their constitutions.
14.C.3 Compare historical issues involving rights, roles and status of individuals in relation to municipalities, states and the nation.
14.D.3 Describe roles and influences of individuals, groups and media in shaping current Illinois and United States public policy (e.g., general public opinion, special interest groups, formal parties, media).
14.E.3 Compare the basic principles of the United States and its international interests (e.g., territory, environment, trade, use of technology).

CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
CCSS.ELA-Literacy.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Assess the effectiveness of the government under the Articles of Confederation. (RS-Note Taking [pg 194])

Section Guided Reading
Graphic Organizer or Flow Chart for Federal powers compared to State powers
Foldable

Quiz
Other Teacher Created Assessments/Projects

14.F.3a Analyze historical influences on the development of political ideas and practices as enumerated in the Declaration of Independence, the United States Constitution, the Bill of Rights and the Illinois Constitution.

Same as above
16.B.3a (US) Describe how different groups competed for power within the colonies and how that competition led to the development of political institutions during the early national period.

Same as above
16.B.3a (US) Describe how different groups competed for power within the colonies and how that competition led to the development of political institutions during the early national period.

3rd Quarter
January & February
Same as above (all of Goal 14)

Test to be given in ALL
7th Grade classes by the
end of February.

Same as above (all of Goal 14)
16.B.3c (US) Describe the way the Constitution has changed over time as a result of amendments and Supreme Court decisions.

3rd - 4th Quarter
(Beginning of March)
Unit 3-

Same as above
CCSS.ELA-Literacy.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

Same as above

Same as above

Same as above

Same as above
CCSS.ELA-Literacy.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.

Explain why the Constitution is a document of compromises. (RS-Summarizing [pg 201])

Discuss the ideas and features found in the United States Constitution. (RS-Synthesizing [pg 210])

Constitution Handbook, pages 214-223

The Constitution of the United States, pages 224-235

The Amendments (Bill of Rights), pages 236-245

Unit 3-Launching the Republic 1789-1825
Objectives=

- Explain the challenges that were faced during the first presidential administrations
- Identify and discuss the importance of

Section Guided Reading
Graphic Organizer for
Convention Leaders and
their roles/contributions
Foldable

Section Guided Reading
Foldable

Constitution Handbook
detailed Guided Reading
Activity (Tintari)

Study Guides, Group
Work

<http://constitutioncenter.org/learn/hall-pass/the-bill-of-rights>

Quiz
Other Teacher
Created
Assessments/
Projects

Quiz
Other Teacher
Created
Assessments/
Projects

Chapter Test
Essay(s)

US Constitution
Test (100
questions)

Quiz
Essay(s)

Unit Test
Essay(s)

14.A.3 Describe how responsibilities are shared and limited by the United States and Illinois Constitutions and significant court decisions.
 14.B.3 Identify and compare the basic political systems of Illinois and the United States as prescribed in their constitutions.
 14.C.3 Compare historical issues involving rights, roles and status of individuals in relation to municipalities, states and the nation.
 14.D.3 Describe roles and influences of individuals, groups and media in shaping current Illinois and United States public policy (e.g., general public opinion, special interest groups, formal parties, media).
 14.E.3 Compare the basic principles of the United States and its international interests (e.g., territory, environment, trade, use of technology).
 14.F.3a Analyze historical influences on the development of political ideas and practices as enumerated in the Declaration of Independence, the United States Constitution, the Bill of Rights and the Illinois Constitution.
 14.F.3b Describe how United States political ideas and traditions were instituted in the Constitution and the Bill of Rights.

Same as above

CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
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Same as above

various aspects of the Jefferson Era.
 • Discuss the Industrial Revolution and its effects, explain how sectionalism developed, and summarize the Monroe Doctrine.

Unit 3 Reading Skill (RS) (pg 248)
 Summarizing Information

Chapter 8: The Federalists Era 1789-1800

Identify the precedents that George Washington established as the first president of the United States. (RS-Note Taking [pg 252])

Discuss challenges the United States faced during Washington's administration. (RS-Summarizing [pg 263])

Section Guided Reading
 Spotlight video
 Mapping Activity, Washington DC (pgs 258-9)

Section Guided Reading
 1) Treaties and/or
 2) Battle of Timbers
 Graphic Org.

Chapter Test
 Essay(s)
 Quiz
 Other Teacher Created Assessments/ Projects

Quiz
 Other Teacher Created Assessments/ Projects

<p>Same as above 16.B.3a (US) Describe how different groups competed for power within the colonies and how that competition led to the development of political institutions during the early national period.</p>	<p>Same as above</p>	<p>Explain how the Federalists and the Republican Parties formed and identify issues about which they disagreed. (RS- Cause and Effect [pg 270])</p> <p>Chapter 9: The Jefferson Era 1800-1816</p>	<p>Section Guided Reading Federalist vs. Republicans Graphic Organizer</p>	<p>Quiz Other Teacher Created Assessments/ Projects Chapter Test Essay(s)</p>
<p>Same as above 16.B.3c (US) Describe the way the Constitution has changed over time as a result of amendments and Supreme Court decisions.</p>	<p>Same as above</p>	<p>Discuss the ways in which Thomas Jefferson and the Republicans limited the powers of the government. (RS-Note Taking [pg 276])</p>	<p>Section Guided Reading Electoral Votes Activity Supreme Court Activity</p>	<p>Quiz Other Teacher Created Assessments/ Projects</p>
<p>16.C.3b (US) Explain relationships among the American economy and slavery, immigration, industrialization, labor and urbanization, 1700-present. 16.D.3 (W) Identify the origins and analyze consequences of events that have shaped world social history including famines, migrations, plagues, slave trading. 17.C.3a Explain how human activity is affected by geographic factors. 16.D.3a (US) Describe characteristics of different kinds of communities in various sections of America during the colonial/frontier periods and the 19th century. 16.D.3b (US) Describe characteristics of different kinds of families in America during the colonial/frontier periods and the 19th century. 16.E.3a (US) Describe how early settlers in Illinois and the United States adapted to, used and changed the environment prior to 1818. 17.C.3c Analyze how human processes influence settlement patterns including migration and population growth. 17.D.3b Explain how interactions of geographic factors have shaped present conditions. 18.A.3 Explain how language, literature, the arts, architecture and traditions contribute to the development and</p>	<p>Same as above CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>	<p>Explain how the Louisiana Purchase affected the nation’s economy and politics. (RS-Summarizing [pg 285])</p>	<p>Section Guided Reading Graphic Organizer/ Flow Chart Louis and Clark Activity http://www.nationalgeographic.com/west/</p>	<p>Quiz Other Teacher Created Assessments/ Projects</p>

transmission of culture.
 18.B.3a Analyze how individuals and groups interact with and within institutions (e.g., educational, military).
 18.B.3b Explain how social institutions contribute to the development and transmission of culture.
 18.C.3a Describe ways in which a diverse U.S. population has developed and maintained common beliefs (e.g., life, liberty and the pursuit of happiness; the Constitution and the Bill of Rights).
 18.C.3b Explain how diverse groups have contributed to U.S. social systems over time.

Same as above

Same as above

15.D.3a Explain the effects of increasing and declining imports and exports to an individual and to the nation's economy as a whole.

4th Quarter
 (April –End of Year)

15.B.3b Explain the effects of choice and competition on individuals and the economy as a whole.
 15.C.3 Identify and explain the effects of various incentives to produce a good or service.
 15.D.3c Explain how workers can affect their productivity through training and by using tools, machinery and technology.
 15.E.3b Explain how laws and government policies (e.g., property rights, contract enforcement, standard weights/measurements) establish rules that

Same as above

Same as above

CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
 CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
 CCSS.ELA-Literacy.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.

Identify the challenges to the nation's stability during the late 1700s and early 1800s. (RS-Describing [pg 293])

Describe how the United States benefited from its victories in the War of 1812. (RS-Summarizing [pg 298])

Chapter 10: Growth and Expansion 1790-1825

Discuss the Effects of the Industrial Revolution on the U.S. economy. (RS-Note Taking [pg 304])

Section Guided Reading
 Timeline Activity

Section Guided Reading
 PBS: War of 1812
<http://video.pbs.org/video/2089393539/>
http://www.asailorslifefor.me.org/ironsides_exploration.php

Section Guided Reading
 Time Line Activity (URB pg 90)
 Foldable

Quiz
 Other Teacher Created Assessments/Projects

Quiz
 Other Teacher Created Assessments/Projects

Chapter Test
 Essay(s)

Quiz
 Other Teacher Created Assessments/Projects

help a market economy function effectively.

Same as above
 15.D.3c Explain how workers can affect their productivity through training and by using tools, machinery and technology.
 17.A.3a Explain how people use geographic markers and boundaries to analyze and navigate the Earth (e.g., hemispheres, meridians, continents, bodies of water).
 17.C.3a Explain how human activity is affected by geographic factors.
 17.C.3c Analyze how human processes influence settlement patterns including migration and population growth.
 17.D.3b Explain how interactions of geographic factors have shaped present conditions.

16.C.3b (US) Explain relationships among the American economy and slavery, immigration, industrialization, labor and urbanization, 1700-present.
 16.D.3 (W) Identify the origins and analyze consequences of events that have shaped world social history including famines, migrations, plagues, slave trading.
 17.C.3a Explain how human activity is affected by geographic factors.
 16.D.3a (US) Describe characteristics of different kinds of communities in various sections of America during the colonial/frontier periods and the 19th century.
 16.D.3b (US) Describe characteristics of different kinds of families in America during the colonial/frontier periods and the 19th century.

Unit 4-

Same as above
 CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Same as above

Explain how land and water transportation affected westward expansion. (RS-Summarizing [pg 317])

Explain how nation-building issues were resolved in the 1800s. (RS-Summarizing [pg 326])

Unit 4-Nationalism and Sectionalism 1820-1860
Objectives=

- Describe key political and social events of the Jackson Era.
- Explain the concept of Manifest Destiny

Section Guided Reading
 Canal Mapping Activity
 Canal Ecology Activity
 Foldable

Section Guided Reading
 Missouri Compromise Activity

<http://www.animatedatlas.com/movie.html>
http://upload.wikimedia.org/wikipedia/commons/f/f2/US_states_by_date_of_statehood3.gif

Quiz
 Other Teacher Created Assessments/ Projects

Quiz
 Other Teacher Created Assessments/ Projects

Unit Test
 Essay(s)

14.A.3 Describe how responsibilities are shared and limited by the United States and Illinois Constitutions and significant court decisions.

14.A.3 Describe how responsibilities are shared and limited by the United States and Illinois Constitutions and significant court decisions.

14.B.3 Identify and compare the basic political systems of Illinois and the United States as prescribed in their constitutions.

14.B.3 Identify and compare the basic political systems of Illinois and the United States as prescribed in their constitutions.

14.C.3 Compare historical issues involving rights, roles and status of individuals in relation to municipalities, states and the nation.

14.C.3 Compare historical issues involving rights, roles and status of individuals in relation to municipalities, states and the nation.

14.D.3 Describe roles and influences of individuals, groups and media in shaping current Illinois and United States public policy (e.g., general public opinion, special interest groups, formal parties, media).

14.D.3 Describe roles and influences of individuals, groups and media in shaping current Illinois and United States public policy (e.g., general public opinion, special interest groups, formal parties, media).

14.E.3 Compare the basic principles of the United States and its international interests (e.g., territory, environment, trade, use of technology).

14.E.3 Compare the basic principles of the United States and its international interests (e.g., territory, environment, trade, use of technology).

15.D.3c Explain how workers can affect their productivity through training and by

CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-Literacy.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

CCSS.ELA-Literacy.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.

- Compare and contrast the economy and people of the North with those of the South
- Discuss the social history of the early and mid-1800s.

Unit 3 Reading Skill (RS) (pg 332)
Making Inferences

Chapter 11: the Jackson Era 1824-1845

Explain how political beliefs and events shaped Andrew Jackson's presidency. (RS-Summarizing [pg 341])

Section Guided Reading
Party/Candidate/Views
Graphic Organizer (pg 336)

Chapter Test

Essay(s)

Quiz

Other Teacher
Created
Assessments/
Projects

using tools, machinery and technology.
 15.E.3a Identify the types of taxes levied by differing levels of governments (e.g., income tax, sales tax, property tax).
 15.E.3b Explain how laws and government policies (e.g., property rights, contract enforcement, standard weights/measurements) establish rules that help a market economy function effectively.
 16.B.3c (US) Describe the way the Constitution has changed over time as a result of amendments and Supreme Court decisions.
 16.C.3b (US) Explain relationships among the American economy and slavery, immigration, industrialization, labor and urbanization, 1700-present.
 16.D.3a (US) Describe characteristics of different kinds of communities in various sections of America during the colonial/frontier periods and the 19th century.
 16.D.3b (US) Describe characteristics of different kinds of families in America during the colonial/frontier periods and the 19th century.
 16.E.3a (US) Describe how early settlers in Illinois and the United States adapted to, used and changed the environment prior to 1818.
 16.E.3b (US) Describe how the largely rural population of the United States adapted, used and changed the environment after 1818.

Same as above

Same as above

Same as above

Same as above
 CCSS.ELA-Literacy.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are

Understand how Andrew Jackson's presidency affected Native Americans. (RS- Cause and Effect [pg 347])

Describe how economic issues affect the president and presidential elections. (RS-Note Taking [pg 348])

Section Guided Reading
 Indian Removal Act/Trail of Tears/Mapping & Effects Activities
<http://www.history.com/topics/us-presidents/andrew-jackson/videos/jackson-cherokees-tariffs-and-nullification>

Section Guided Reading

Quiz
 Other Teacher Created Assessments/ Projects

Quiz
 Other Teacher Created

<p>Same as above</p>	<p>raised or lowered).</p> <p>CCSS.ELA-Literacy.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>CCSS.ELA-Literacy.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>CCSS.ELA-Literacy.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.</p>	<p>Chapter 12: Manifest Destiny 1818-1853</p> <p>Discuss how the belief in Manifest Destiny influenced western settlement. (RS-Summarizing [pg 363])</p>	<p>Section Guided Reading</p> <p>Manifest Destiny Graphic Organizer</p> <p>http://www.oregontrail.com/hmh/site/oregontrail/</p>	<p>Assessments/ Projects</p> <p>Chapter Test</p> <p>Essay(s)</p> <p>Quiz</p> <p>Other Teacher Created Assessments/ Projects</p>
<p>Same as above</p> <p>17.C.3c Analyze how human processes influence settlement patterns including migration and population growth.</p> <p>18.A.3 Explain how language, literature, the arts, architecture and traditions contribute to the development and transmission of culture.</p> <p>18.B.3a Analyze how individuals and groups interact with and within institutions (e.g., educational, military).</p> <p>18.B.3b Explain how social institutions contribute to the development and transmission of culture.</p>	<p>Same as above</p>	<p>Explain why Texas fought for independence from Mexico. (RS-Note Taking [pg 366])</p>	<p>Section Guided Reading</p> <p>Mapping Activity</p> <p>Culture Venn Diagram</p>	<p>Quiz</p> <p>Other Teacher Created Assessments/ Projects</p>
<p>Same as above</p>	<p>Same as above</p>	<p>Describe how Mexican lands in the West became part of the United States. (RS-Note Taking [pg 372])</p>	<p>Section Guided Reading</p> <p>Mapping Activity</p>	<p>Quiz</p> <p>Other Teacher Created Assessments/ Projects</p>
<p>Same as above</p> <p>17.C.3a Explain how human activity is</p>	<p>CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary</p>	<p>Summarize the effects of the Gold Rush on</p>	<p>Section Guided Reading</p>	<p>Quiz</p>

affected by geographic factors.
 17.C.3b Explain how patterns of resources are used throughout the world.
 17.C.3c Analyze how human processes influence settlement patterns including migration and population growth.
 17.D.3a Explain how and why spatial patterns of settlement change over time.
 17.D.3b Explain how interactions of geographic factors have shaped present conditions.

14.A.3 Describe how responsibilities are shared and limited by the United States and Illinois Constitutions and significant court decisions.
 14.D.3 Describe roles and influences of individuals, groups and media in shaping current Illinois and United States public policy (e.g., general public opinion, special interest groups, formal parties, media).
 14.E.3 Compare the basic principles of the United States and its international interests (e.g., territory, environment, trade, use of technology).
 15.D.3a Explain the effects of increasing and declining imports and exports to an individual and to the nation's economy as a whole.
 15.D.3b Explain how comparative advantage forms the basis for specialization and trade among nations.
 15.D.3c Explain how workers can affect their productivity through training and by using tools, machinery and technology.
 15.E.3a Identify the types of taxes levied by differing levels of governments (e.g., income tax, sales tax, property tax).
 15.E.3b Explain how laws and government policies (e.g., property rights, contract enforcement, standard weights/measurements) establish rules that help a market economy function effectively.

Same as above
 18.A.3 Explain how language, literature,

or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
 CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
 CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
 CCSS.ELA-Literacy.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.
 CCSS.ELA-Literacy.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
 CCSS.ELA-Literacy.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).
 CCSS.ELA-Literacy.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.
 CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Same as above
 CCSS.ELA-Literacy.RH.6-8.7 Integrate

California history. (RS-Summarizing)

Chapter 13: North and South 1820-1860

Describe the innovations in industry, travel, and communications that changed the lives of Americans in the 1800s. (RS-Summarizing [pg 393])

Discuss the impact of immigration on cities,

Timeline Activity
 Connecting Activity for past Gold Rush (Newspapers) and present time gold rush (Discovery Channel shows)

Section Guided Reading
 Transportation/
 Communication/
 Agricultural Innovations
 Cause & Effect Graphic Organizer

Foldable

Section Guided Reading

Other Teacher Created Assessments/ Projects

Chapter Test
 Essay(s)

Quiz
 Other Teacher Created Assessments/ Projects

Quiz

the arts, architecture and traditions contribute to the development and transmission of culture.
 18.B.3a Analyze how individuals and groups interact with and within institutions (e.g., educational, military).
 18.B.3b Explain how social institutions contribute to the development and transmission of culture.
 18.C.3a Describe ways in which a diverse U.S. population has developed and maintained common beliefs (e.g., life, liberty and the pursuit of happiness; the Constitution and the Bill of Rights).
 18.C.3b Explain how diverse groups have contributed to U.S. social systems over time.

Same as above
 17.C.3a Explain how human activity is affected by geographic factors.
 17.C.3b Explain how patterns of resources are used throughout the world.
 17.C.3c Analyze how human processes influence settlement patterns including migration and population growth.

Same as above

The Standards/Goals of Chapter 13 are continued in Chapter 14

Same as above

visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Same as above

Same as above

CCSS.ELA-Literacy.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.
 CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
 CCSS.ELA-Literacy.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.
 CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior

industry, and culture in the North. (RS-Summarizing [pg 399])

Explain how the South's industry and economy differed from the North's industry and economy. (Compare and Contrast)

Describe how the unique elements of culture developed among enslaved African Americans in the South. (RS-Summarizing [pg 412])

Chapter 14: The Age of Reform 1820-1860

Describe how religion influenced social reforms in the United States during the early and mid-1800s. (RS-Making Connections [pg 421])

Foldable

Section Guided Reading
 Venn Diagram of Northern and Southern Economies & Cultures

Section Guided Reading
 Plantation vs City Venn Diagram
 Multiple other Activities

Section Guided Reading
 Reforms Graphic Organizer

Other Teacher Created Assessments/Projects

Quiz
 Other Teacher Created Assessments/Projects

Quiz
 Other Teacher Created Assessments/Projects

Chapter Test
 Essay(s)

Quiz
 Other Teacher Created Assessments/Projects

<p>Same as above</p>	<p>knowledge or opinions.</p> <p>Same as above</p>	<p>Explain how abolitionists influenced the antislavery movement. (RS-Summarizing [pg 431])</p>	<p>Section Guided Reading</p> <p>Abolitionists Graphic Organizer</p> <p>http://www.pbs.org/wgbh/americanexperience/films/abolitionists/player/</p>	<p>Quiz</p> <p>Other Teacher Created Assessments/ Projects</p>
<p>Same as above</p>	<p>Same as above</p> <p>CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>	<p>The Underground Railroad map, pages 432-433</p>	<p>http://www.pbs.org/wgbh/aia/part4/4p2944.html</p> <p>http://education.nationalgeographic.com/education/media/underground-railroad-journey-freedom/?ar_a=1</p>	<p>Quiz</p> <p>Other Teacher Created Assessments/ Projects</p>
<p>Same as above</p>	<p>Same as above</p> <p>CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>	<p>Explain the effects of the women’s rights movement of the middle to late 1800s. (RS-Note Taking [pg 434])</p>	<p>Section Guided Reading</p> <p>Woman/Contribution Graphic Organizer</p> <p>Map activities</p> <p>Foldable</p>	<p>Quiz</p> <p>Other Teacher Created Assessments/ Projects</p>