

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;">Standards All Year Quarter 1</p> <p>SS.EC.1.6-8.LC. Explain how economic decisions affect the well-being of individuals, businesses and society.</p> <p>SS.H.1.6-8.LC. Classify series of historical events and developments as examples of change and/or continuity.</p> <p>SS.H.1.6-8.MdC. Analyze connections among events and developments in broader historical contexts.</p> <p>SS.H.1.6-8.MC. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.</p> <p>SS.H.2.6-8.LC. Explain how and why perspectives of people have changed over time.</p> <p>SS.H.2.6-8.MdC. Analyze multiple factors that influenced the perspectives of people during different historical eras.</p> <p>SS.H.2.6-8.MC. Analyze how people's perspectives influenced what information is available in the historical sources they created.</p> <p>SS.H.3.6-8.LC. Classify the kinds of historical sources used in a secondary interpretation.</p> <p>SS.H.3.6-8.MdC. Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.</p>	<p style="text-align: center;">ALL YEAR:</p> <p>CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>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.</p> <p>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 style="text-align: center;">Introduction to Seventh Grade Social Science—American History –Part I</p> <p style="text-align: center;">Classroom Ritual and Routines-Inclusivity Respecting Differences</p> <p style="text-align: center;">https://assets2.hrc.org/welcoming-schools/documents/WS_LGBTQ_Definitions_for_Students.pdf</p> <ul style="list-style-type: none"> ○ Understanding difference and treating people with respect in LGBTQ+ 	<p style="text-align: center;">LGBTQ+ Definitions</p> <p style="text-align: center;">https://assets2.hrc.org/welcoming-schools/documents/WS_LGBTQ_Definitions_for_Students.pdf</p>	<p style="text-align: center;">Classroom Discussion</p>

Prairie-Hills Elementary School District 144

SS.H.4.6-8.MdC: Compare the central historical arguments in secondary works across multiple media.

SS.G.1.6-8.MdC: Use mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristic

SS.G.4.6-8.MdC: Explain how global changes in population distribution patterns affect changes in land use.

SS.IS.6.6-8.MdC: Construct explanations using reasoning, correct sequence, examples and details, while acknowledging their strengths and weaknesses

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.

Unit 1-

Review the Geography Skills Handbook

- Maps and globes map projections (ref.), the parts of a map, scale, and types of maps (ref- 1042- 1056)**
 - Latitude and Longitude**
 - world hemispheres**
- Charts, graphs, and diagrams (ref 28-29)**
 - Patriotism Unit:**
 - September 11, 2001**

Congressional Medal of Honor- "[Medal of Honor - In Their Own Words" Video](#)"

Importance of the Preamble

- Currents Events- Social, Political, Civic and Economical**
 - Analyzing Political Cartoons**
- Grade level Junior Scholastics Activities and Civic/ Political Cartoon**

Topic 1-The Americas: Early Migration to 1770 Objectives=

American History,
Interactive maps on
Pearson

Reference Atlas, Geography Skills Handbook
Maps: Physical Regions of the USA;

The United States, North America map creation

Junior Scholastic Activities

Civics: Political Cartoons

Teacher created/collected supplementary materials

Revised 2020/21/

Teacher created quizzes

Teacher created projects-9-11-01

Student practice (individual and small group)

Student Completed Maps

Junior Scholastic grade level tests and activities

Junior Scholastic grade level activities

Unit Test

Essay(s)

SS.G.4.6-8.MdC: Explain how global changes in population distribution patterns affect changes in land use.

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.

- Explain how people arrived in the Americas, and describe the cultural contributions of the Native Americans**
- 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**

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.

Section Guided Reading

<http://www.bradshaw-foundation.com/journey/>

Timeline Activity

**Chapter Test
Essay(s)**

**Quiz
Other Teacher
Created Assess-
ments/ Projects**

	<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>Describe the events and technological advances that supported European exploration. (RS-Note Taking [pg 28])</p>	<p>Section Guided Reading Timeline Activity Graphic Organizers</p>	<p>Quiz Other Teacher Created Assessments/ Projects</p>
<p>Same as above</p>	<p>Same as above</p>	<p>Explain why Spain and Portugal wanted to find a sea route to Asia. (RS-Note Taking [pg 34])</p>	<p>Section Guided Reading Map Activities Magellan Scavenger Hunt</p>	<p>Quiz Other Teacher Created Assessments/ Projects</p>
<p>Same as above</p>	<p>Same as above</p>	<p>Understand the ways in which Spain’s affected the economic and social development of the Americas. (RS-Identifying [pg 47])</p>	<p>Section Guided Reading Graphic Organizer</p>	<p>Quiz Other Teacher Created Assessments/ Projects</p>
<p>Same as above and</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</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>Topic 2: European Colonialization of North America (1500- 1770)</p> <p>Explain why the English settled in North America. (RS-Summary)</p>	<p>Section Guided Reading</p>	<p>Chapter Test Essay(s)</p> <p>Quiz</p> <p>Other Teacher Created Assessments/ Projects</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</p> <p>Other Teacher Created Assessments/ Projects</p>
<p>Same as above</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</p> <p>Other Teacher Created Assessments/ Projects</p>

Same as above and

Same as above
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).

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

Section Guided Reading
Colony Comparison chart

Quiz
Other Teacher Created Assessments/ Projects

Research/comparison activity on Anne Hutchinson, Margaret Brent, and Eliza Lucas Pinckney (pg 80)

Chapter 3: Growth of the Thirteen Colonies 1607-1770

Chapter Test
Essay(s)

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.

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

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

Quiz
Other Teacher Created Assessments/ Projects

Same as above and

Same as above

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

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

Quiz
Other Teacher Created Assessments/ Projects

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.

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

Section Guided Reading
Interpreting Political Cartoons (Unite or Die-Benjamin Franklin)

Foldable

Timeline Activity

Quiz
Other Teacher Created Assessments/ Projects

Same as above

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

Section Guided Reading
War Mapping Activity
Foldable
Graphic Organizer/
Flow Chart

Quiz
Other Teacher
Created Assess-
ments/ Projects

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

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 Test
Essay(s)

Unit 2 Reading Skill (RS) (pg 118)

Making Connections

Chapter 3: The Spirit of Independence 1763-1776

Chapter Test
Essay(s)

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.

Describe how the British government angered the British colonists after the French and Indian War. (RS-Analyzing [pg 125])

**Section Guided Reading
 British Policy vs Colonists' View Comparison Chart
 Timeline Activity**

**Quiz
 Other Teacher Created Assessments/ Projects**

Same as above

Same as above

Explain how the colonists reacted to British policies. (RS-Analyzing [pg 129])

**Section Guided Reading
 Propaganda and Timeline activities**

**Quiz
 Other Teacher Created Assessments/ Projects**

	<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 Mapping activity Timeline Activity</p>	<p>Quiz Other Teacher Created Assessments/ Projects</p>
<p>Same as above</p>	<p>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). 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>Discuss why the Americans chose to declare independence from Britain. (RS-Note Taking [pg 138])</p>	<p>Section Guided Reading Graphic Organizer/ Flow Chart</p>	<p>Quiz Other Teacher Created Assessments/ Projects</p>
<p>Same as above</p>	<p>Same as above</p>	<p>The Declaration of Independence [pg 146] Chapter 3: The American Revolution 1776-1783</p>	<p>List of Grievances activity History Channel: The Story of Us-Revolutionary War</p>	<p>Quiz Chapter Test Essay(s)</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.6-8.5 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.

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

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

**Quiz
 Other Teacher Created Assessments/ Projects**

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-Infering [pg 165])**

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

**Quiz
 Other Teacher Created Assessments/ Projects**

Same as above

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**

<p>Same as above</p>	<p>Same as above</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).</p>	<p>Describe how the Battle of Yorktown led to American Independence. (RS-Drawing Conclusions [pg 178]) (Map pgs 180-181)</p> <p>Chapter 3: A More Perfect Union 1777-1790</p> <p>Assess the effectiveness of the government under the Articles of Confederation. (RS-Note Taking [pg 194])</p>	<p>Section Guided Reading</p> <p>Battle of Yorktown, pgs 180-181</p> <p>Reenactment</p> <p>Section Guided Reading</p> <p>Graphic Organizer or Flow Chart for Federal powers compared to State powers</p> <p>Foldable</p>	<p>Quiz</p> <p>Other Teacher Created 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>Same as above</p> <p>CCSS.ELA-Literacy.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.</p>	<p>Explain why the Constitution is a document of compromises. (RS-Summarizing [pg 201])</p>	<p>Section Guided Reading</p> <p>Graphic Organizer for Convention Leaders and their roles/contributions</p> <p>Foldable</p>	<p>Quiz</p> <p>Other Teacher Created Assessments/ Projects</p>

<p>Same as above</p>	<p>Same as above</p>	<p>Discuss the ideas and features found in the United States Constitution. (RS-Synthesizing [pg 210])</p>	<p>Section Guided Reading Foldable</p>	<p>Quiz Other Teacher Created Assessments/ Projects</p>
<p>3rd Quarter January & February Same as above (all of Goal 14)</p>	<p>Same as above</p>	<p>Constitution Handbook, pages 214-223</p>	<p>Constitution Handbook detailed Guided Reading Activity (Tintari)</p>	<p>Chapter Test Essay(s)</p>
<p>Test to be given in ALL 7th Grade classes by the end of February.</p>	<p>Same as above</p>	<p>The Constitution of the United States, pages 224-235</p>	<p>Study Guides, Group Work</p>	<p>US Constitution Test (100 questions)</p>
<p>Same as above (all of Goal 14)</p>	<p>Same as above CCSS.ELA-Literacy.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.</p>	<p>The Amendments (Bill of Rights), pages 236-245</p>	<p>http://constitution-center.org/learn/hall-pass/the-bill-of-rights</p>	<p>Quiz Essay(s)</p>
<p>3rd - 4th Quarter (Beginning of March) Unit 3-</p>		<p>Launching the Republic 1789-1825 Objectives=</p>		<p>Unit Test Essay(s)</p>

- Explain the challenges that were faced during the first presidential administrations**
- Identify and discuss the importance of 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 4: The Federalists Era 1789-1800

Chapter Test

Essay(s)

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.6-8.6 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 precedents that George Washington established as the first president of the United States. (RS-Note Taking [pg 252])

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

Quiz
Other Teacher Created Assessments/ Projects

Same as above

Same as above

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

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

Quiz
Other Teacher Created Assessments/ Projects

Same as above

Same as above

Explain how the Federalists and the Republican Parties formed and identify issues about which they disagreed. (RS- Cause and Effect [pg 270])

Section Guided Reading
Federalist vs. Republicans
Graphic Organizer

Quiz
Other Teacher Created Assessments/ Projects

Chapter: The Jefferson Era 1800-1816

Chapter Test
Essay(s)

Same as above

Same as above

Discuss the ways in which Thomas Jefferson and the Republicans limited the powers of the government. (RS-Note Taking [pg 276])

**Section Guided Reading
Electoral Votes Activity
Supreme Court Activity**

**Quiz
Other Teacher Created Assessments/ Projects**

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.

Explain how the Louisiana Purchase affected the nation's economy and politics. (RS-Summarizing [pg 285])

**Section Guided Reading
Graphic Organizer/
Flow Chart
Louis and Clark Activity <http://www.nationalgeographic.com/west/>**

**Quiz
Other Teacher Created Assessments/ Projects**

<p>Same as above</p>	<p>Same as above</p>	<p>Identify the challenges to the nation’s stability during the late 1700s and early 1800s. (RS-Describing [pg 293])</p>	<p>Section Guided Reading Timeline Activity</p>	<p>Quiz Other Teacher Created Assessments/ Projects</p>
<p>Same as above</p>	<p>Same as above</p>	<p>Describe how the Unites States benefited from its victories in the War of 1812. (RS-Summarizing [pg 298])</p>	<p>Section Guided Reading PBS: War of 1812 http://video.pbs.org/video/2089393539/ http://www.asailorslife-forme.org/ironsides_explore.php</p>	<p>Quiz Other Teacher Created Assessments/ Projects</p>
<p>4th Quarter (April –End of Year-usually only until Civil War)</p>	<p><small>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.</small></p>	<p>Chapter 10: Growth and Expansion 1790-1825</p> <p>Discuss the Effects of the Industrial Revolution on the U.S. economy. (RS-Note Taking [pg 304])</p>	<p>Section Guided Reading Time Line Activity (URB pg 90) Foldable</p>	<p>Chapter Test Essay(s)</p> <p>Quiz Other Teacher Created Assessments/ Projects</p>

Same as above

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.

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

**Section Guided Reading
Canal Mapping Activity
Canal Ecology Activity
Foldable**

**Quiz
Other Teacher
Created Assess-
ments/ Projects**

Same as above

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

**Section Guided Reading
Missouri Compromise
Activity**

**Quiz
Other Teacher
Created Assess-
ments/ Projects**

Unit 4-

Unit 4-Nationalism and Sectionalism 1820-1860 Objectives=

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

**Unit Test
Essay(s)**

- Describe key political and social events of the Jackson Era.**
- Explain the concept of Manifest Destiny**
- 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 5: the Jackson Era 1824-1845

**Chapter Test
Essay(s)**

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.

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)**

**Quiz
Other Teacher
Created Assess-
ments/ Projects**

<p>Same as above</p>	<p>Same as above</p>	<p>Understand how Andrew Jackson’s presidency affected Native Americans. (RS- Cause and Effect [pg 347])</p>	<p>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</p>	<p>Quiz Other Teacher Created Assessments/ Projects</p>
<p>Same as above</p>	<p>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 raised or lowered).</p>	<p>Describe how economic issues affect the president and presidential elections. (RS-Note Taking [pg 348])</p>	<p>Section Guided Reading</p>	<p>Quiz Other Teacher Created Assessments/ Projects</p>
<p>Same as above</p>	<p>Chapter 12: Manifest Destiny 1818-1853</p>	<p>Chapter 12: Manifest Destiny 1818-1853</p>	<p>Section Guided Reading</p>	<p>Chapter Test Essay(s)</p>
<p>Same as above</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). 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.</p>	<p>Discuss how the belief in Manifest Destiny influenced western settlement. (RS-Summarizing [pg 363])</p>	<p>Section Guided Reading Manifest Destiny Graphic Organizer http://www.oregon-trail.com/hmh/site/oregontrail/</p>	<p>Quiz Other Teacher Created Assessments/ Projects</p>

<p>Same as above</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 Mapping Activity Culture Venn Diagram</p>	<p>Quiz 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 Mapping Activity</p>	<p>Quiz Other Teacher Created Assessments/ Projects</p>
<p>Same as above</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.6-8.7 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.</p>	<p>Summarize the effects of the Gold Rush on California history. (RS-Summarizing)</p> <p>Chapter 13: North and South 1820-1860</p>	<p>Section Guided Reading Timeline Activity Connecting Activity for past Gold Rush (Newspapers) and present time gold rush (Discovery Channel shows)</p>	<p>Quiz Other Teacher Created Assessments/ Projects</p> <p>Chapter Test Essay(s)</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.6-8.5 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).

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

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

**Quiz
 Other Teacher Created Assessments/ Projects**

Same as above

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 the impact of immigration on cities, industry, and culture in the North. (RS-Summarizing [pg 399])

**Section Guided Reading
 Foldable**

**Quiz
 Other Teacher Created Assessments/ Projects**

<p>Same as above</p>	<p>Same as above</p>	<p>Explain how the South’s industry and economy differed from the North’s industry and economy. (Compare and Contrast)</p>	<p>Section Guided Reading Venn Diagram of Northern and Southern Economies & Cultures</p>	<p>Quiz Other Teacher Created Assessments/ Projects</p>
<p>Same as above</p>	<p>Same as above</p>	<p>Describe how the unique elements of culture developed among enslaved African Americans in the South. (RS-Summarizing [pg 412])</p>	<p>Section Guided Reading Plantation vs City Venn Diagram Multiple other Activities</p>	<p>Quiz Other Teacher Created Assessments/ Projects</p>
<p>The Standards/Goals of Chapter 13 are continued in Chapter 14</p>		<p>Chapter 14: The Age of Reform 1820-1860</p>		<p>Chapter Test Essay(s)</p>
<p>Same as above</p>	<p>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 knowledge or opinions.</p>	<p>Describe how religion influenced social reforms in the United States during the early and mid- 1800s. (RS-Making Connections [pg 421])</p>	<p>Section Guided Reading Reforms Graphic Organizer</p>	<p>Quiz Other Teacher Created Assessments/ Projects</p>

<p>Same as above</p>	<p>Same as above</p>	<p>Explain how abolitionists influenced the anti-slavery movement. (RS-Summarizing [pg 431])</p>	<p>Section Guided Reading Abolitionists Graphic Organizer http://www.pbs.org/wgbh/americanexperience/films/abolitionists/player/</p>	<p>Quiz Other Teacher Created Assessments/ Projects</p>
<p>Same as above</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>The Underground Railroad map, pages 432-433</p>	<p>http://www.pbs.org/wgbh/aia/part4/4p2944.html http://education.nationalgeographic.com/education/media/underground-railroad-journey-freedom/?ar_a=1</p>	<p>Quiz Other Teacher Created Assessments/ Projects</p>
<p>Same as above</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 the effects of the women’s rights movement of the middle to late 1800s. (RS-Note Taking [pg 434])</p> <p><u>HOLOCAUST UNIT</u></p> <p>6th To develop an understanding that the Holocaust was a watershed event not only in the twentieth century but in the entire history of humanity</p> <p>7th: To teach students why, how, what, when, and where the Holocaust took place, including the</p>	<p>Section Guided Reading Woman/Contribution Graphic Organizer Map activities Foldable</p>	<p>Quiz Other Teacher Created Assessments/ Projects</p>

key historical trends/antecedents that led up to and culminated in the “final solution”

7/8th

-To reflect on the roles and responsibilities of individuals, groups, and nations when confronting the abuse of power, civil and human rights violations, and genocidal acts

To provide context for students to explore the fears, pressures, and motivations that influenced the decisions and behaviors of individuals during the Holocaust

To understand that the Holocaust was not an accident in history; it was not inevitable. It occurred because individuals, organizations, and governments made choices that not only legalized discrimination but also allowed prejudice, hatred, and ultimately mass murder to occur.

8th:

To question the role of silence and indifference to the suffering of others, or to the infringement of civil rights in any society, as a factor that can—however unintentionally—perpetuate these problems.

To understand the importance of antisemitism and racism in Nazi ideology and their impact on the events of the Holocaust.

- Compare to other world genocides- Rwanda, Cambodia- etc.,

To understand the connections between World War II and the Holocaust as historical phenomena.

Currents events and Election Process for Federal Elections, Electoral College and States Rights