

	<u>CURRICULUM</u> <i>End Product of Learning, “What” You Teach</i>			<u>INSTRUCTION</u> <i>Means to the End Product, “How” You Teach</i>	<u>TECHNOLOGY</u> <i>Means to Engage Students and Provide Practice</i>	<u>INTERVENTIONS</u> <i>Means to Support Struggling Students</i>	<u>ASSESSMENT</u> <i>Validation to Revise Curriculum & Instruction</i>
TIME FRAME [By Month/Quarter]	STANDARD OR BENCHMARK	CONTENT: What we want students to “KNOW”.	SKILL: What we want students to “DO”.	Varied Teaching/Learning Strategies Resources/Comments	District Approved Software and Online Sites	District Adopted Research-Based Materials	Varied Classroom Assessment Strategies
QUARTER 1	15.D.3a, 15.D.3b, 16.A.3b, 16.C.3a, 17.A.3a, 17.C.3a, 17.C.3b, 17.C.3c, 17.D.3a	-after Columbus’ voyages, the Spanish quickly conquered the Native American empires of the Aztecs and the Incas	-explain reasons for European exploration of the Americas -summarize Spain’s conquests of the Aztec and Inca empires	Pre-teaching/Reading Strategies include but are not limited to: KWL; Directed Reading-Thinking Activity (DRTA); Knowledge Rating; Predicting: Preview, Locate Add, Note (P.L.A.N.); People Search; Brainstorming.	<i>Hapara: Teacher Dashboard</i> <i>Chromebooks:Google-Docs, Google Presentation, Google-sites,</i> <i>America The Story of US: itunes –</i> <i>Ms. Barry’s Website: https://sites.google.com/a/cuiver71.net/ms-barry-s-class/</i> <i>Schoolnet Assessments</i>	<i>American History:</i> Activities for Struggling Readers and Inclusion (imbedded in Resource Units 1-10) <i>American History:</i> Best Practices Toolkit	Unit tests and quizzes (publisher and teacher-made)
	15.D.3a, 15.D.3b, 16.C.3a, 17.C.3a, 17.C.3b, 17.C.3c, 17.D.3a	-competition for the riches of the Americas led to tension and conflict among European powers	-describe the competition among European nations to explore the Americas -explain why, how, and where the French and Dutch established colonies in North America	Vocabulary Pre-Reading: Using the Warm-Up table, at least once a week introduce a new Tier II Word to students that they will be seeing in their future reading. a) Students talk about/find a student friendly definition b) Students think of synonyms for this word c) Students think of antonyms for this word d) Students find a picture that helps them understand this word e) Students use this word in a sentence Then, discuss as a class their findings and help students with any misconceptions of this word.	<i>American History:</i> Online textbook using activation codes. <i>American History:</i> Audio Book in English/Spanish	<i>American History:</i> Audio Book in English/Spanish	Informal daily observations
	16.A.3a, 16.A.3b, 16.C.3a, 17.C.3b, 17.C.3c, 17.D.3a, 18.A.3, 18.B.3a, 18.B.3b	-Native Americans’ lives were transformed as Spain grew rich from its new empire	-explain how Spain organized its empire and colonies -Describe the role of the church in the Spanish colonies -identify the effects of the Columbian Exchange	During Reading Strategies include but are not limited to: Think, Pair Share; Read, Cover, Remember, Retell (RCRR); Venn Diagram; Y-Charts; Cluster Diagrams; Three Column Journals; Interpreting, Maps, Charts and Graphs; Evaluating Primary and Secondary Sources; Note-taking, such as Cornell Method, FQR, sticky note Method; Time line and Sequence Chains.	<i>American History:</i> Power Point Presentations with Media Gallery <i>American History:</i> Easy Planner <i>American History:</i> Test Generator	<i>Online Textbook:</i> Feature to read to the students/audio and animations. (Students need an activation code for this) www.classzone.com – has review notes on the “interactive review”; practice quizzes; graphic organizers	Group and individual presentations
	16.C.3a, 17.C.3b, 17.C.3c, 17.D.3a, 18.A.3	-slavery was introduced on a large scale to provide cheap labor for the colonies	-define slavery and summarize how it developed in the Americas -describe the lives of slaves and how slavery led to racism	After Reading Strategies include but are not limited to: Cause-Effect Mapping; Distinguishing Fact from Opinion;	<i>American History</i> textbook website: Classzone.com		Informal Questioning Class Discussion Exit Slips Reading Check-ups Projects and Performance Assessments with Rubrics Daily work (review activities) Schoolnet assessments Google-Presentations on various Sections of the Chapter Schoolnet Assessment on Powerschool. -Formal and informal assessments

				<p>Detecting Bias; Determining Point of View; Collaborative Rereading; Cumulative Time Lines.</p> <p>Resources include but are not limited to:</p> <ul style="list-style-type: none">-<u>American History: Beginnings through Reconstruction</u>2008 McDougal Littell-<u>Rand McNally Classroom Atlas</u>-<u>Our Federal and State Constitutions</u>A.J.S. Publications-Primary and Secondary Sources-Teacher created materials	<p>SMART BOARD Activities</p> <p>Microsoft Word</p> <p>PBS.org</p> <p>Youtube.com</p>		
QUARTER 1	<p>14.C.3, 14.F.3a 15.E.3b16.A,3b 16.B.3a16.C.3a 17.C.3a, 17.C.3c 18.B.3a</p> <p>14.F.3a, 16.A.3b,.16.C.3a 16.D.3a 17.C.3c, 17.D.3a 18.A.3, 18.B.3a 18.B.3b, 18.C.3b</p> <p>15.C.3, 15.D.3a,.15.D.3b, 16.B.3a, 16.C.3a, 16.C.3b, 16.D.3a, 17.C.3b, 17.C.3c, 17.D.3a, 18.B.3a, 18.C.3b</p> <p>16.B.3a, 16.C.3a 16.C.3b, 16.D.3a</p>	<p>-of the 3 earliest English colonies, only Jamestown survived.</p> <p>-English colonies settled New England where they planted many political and religious traditions</p> <p>-Southern colonies were settled by many different groups</p> <p>-Religious tolerance and ethnic diversity</p>	<p>-Identify the first English colonies</p> <p>-Describe the founding and growth of Jamestown</p> <p>-Explain why pilgrims came to America</p> <p>-Describe society created by the Puritans in Massachusetts Bay</p> <p>-Describe the fight for tolerance by Quakers and other groups</p> <p>-Identify common features of the New England colonies</p> <p>-Explain why Lord Baltimore founded the colony of Maryland</p> <p>-Explain how the economy and social structure of the Carolinas were intertwined</p> <p>-Describe how Georgia evolved into a plantation society</p> <p>-Analyze common features of the Southern colonies</p> <p>-Summarize early history of the Middle Colonies</p>				

	17.C.3c, 18.A.3, 18.B.3a, 18.B.3b, 18.C.3b	characterized the Middle Colonies	-Explain how the English seized the Middle Colonies and established control from New England to the Southern Colonies				
QUARTER 1	<div>15.C3, 15.D.3a, 15.D.3b, 15.E.3a 16.A.3b, 16.C.3a 16.C.3b, 16.D.3a 17.C.3a, 17.C.3b, 17.D.3a 18.B.3a, 18.B.3b, 18.C.3b</div> <div>15.C.3, 15.D.3a, 15.D.3b, 15.E.3a, 16.C.3a, 16.C.3b, 17.C.3a, 17.C.3b, 17.C.3c, 17.D.3a, 18.B.3b, 18.C.3b</div> <div>15.C.3, 15.D.3a, 15.D.3b, 16.C.3b, 16.D.3a, 17.C.3a, 17.C.3b, 17.C.3c, 17.D.3a, 18.B.3b, 18.C.3b</div> <div>16.C.3a, 16.D.3b, 16.D.3b, 16.E.3a, 17.C.3b, 17.C.3c, 17.D.3a, 18.A.3, 18.B.3b, 18.C.3b</div>	<div>-prosperity and religious diversity brought changes to Puritan New England</div> <div>-in the Southern colonies, the need for cheap labor led to the dependence on slavery</div> <div>-rich farmland and a climate of tolerance helped the Middle colony prosper</div> <div>-settlers in the Backcountry developed their own regional traditions and cultures</div>	<div>-List New England’s major resources -Explain the effects of Atlantic trade on New England -Analyze the causes of King Philip’s War -Summarize the changes that took place in Puritan society in the late 1600’s</div> <div>-Describe the plantation economy in the South -Analyze hoe the search for cheap labor led to slavery Explain ways that African Americans resisted enslavement</div> <div>-Explain why the Middle Colonies were prosperous -Describe the role of African Americans in building cities -Summarize ways that ethnic diversity encouraged tolerance</div> <div>-Describe characteristics of the Backcountry -Summarize why many Scot-Irish emigrated to the colonies -Analyze the conflicts that developed as Backcountry settlers push west</div>				

QUARTER 2	<p>16.A.3b, 16.D.3a, 16.D.3b, 18.A.3, 18.B.3a, 18.B.3b, 18.C.3b</p> <p>14.C.3, 14.F.3a, 16.B.3a, 18.B.3a</p> <p>15.B.3b, 16.C.3a, 18.C.3a</p>	<p>-British colonies developed a unique culture shaped by prosperity, literacy, and new movements in religion and thought</p> <p>-American democracy has its roots in the English tradition of representative government</p> <p>-land claims and rivalry among European powers, settlers, and Native Americans led to a war that united the colonies against a common enemy</p>	<p>-contrast the colonies with older societies</p> <p>-describe daily life in the colonies</p> <p>-identify changes in American society caused by the Great Awakening</p> <p>-summarize Enlightenment ideas and how they affected the colonies.</p> <p>-describe the growth of English rights between 1215 and the late 1600s</p> <p>-identify issues which created conflicts between England and the colonies over colonists' rights</p> <p>-identify conflicts created by European claims to Native American lands</p> <p>-describe events that led to the beginning and spread of the French and Indian War</p> <p>-describe the changing attitudes of colonial Americans and Native Americans following the French and Indian War</p>	<p>Pre-teaching/Reading Strategies include but are not limited to: KWL; Directed Reading-Thinking Activity (DRTA); Knowledge Rating; Predicting; Preview, Locate Add, Note (P.L.A.N.) People Search; Brainstorming.</p> <p>Vocabulary Pre-Reading: Using the Warm-Up table, at least once a week introduce a new Tier II Word to students that they will be seeing in their future reading.</p> <p>a) Students talk about/find a student friendly definition</p> <p>b) Students think of synonyms for this word</p> <p>c) Students think of antonyms for this word</p> <p>d) Students find a picture that helps them understand this word</p> <p>e) Students use this word in a sentence</p> <p>Then, discuss as a class their findings and help students with any misconceptions of this word</p> <p>During Reading Strategies include but are not limited to: Think, Pair Share; Read, Cover, Remember, Retell (RCRR); Venn Diagram; Y-Charts; Cluster Diagrams; Three Column Journals; Interpreting, Maps, Charts and Graphs; Evaluating Primary and Secondary Sources; Note-taking, such as Cornell Method, FQR, sticky note Method; Time line and Sequence Chains.</p> <p>After Reading Strategies include but are not limited to: Cause-Effect Mapping; Distinguishing Fact from Opinion; Detecting Bias; Determining Point of View; Collaborative Rereading; Cumulative Time Lines.</p> <p>Resources include but are not limited to:</p> <p><i>-American History: Beginnings through Reconstruction</i> 2008 McDougal Littell</p> <p><i>-Rand McNally Classroom Atlas</i></p> <p><i>-Our Federal and State Constitutions;</i> A.J.S. Publications</p>	<p><i>Hapara: Teacher Dashboard</i></p> <p><i>Chromebooks:Google-Docs, Google Presentation, Google-sites,</i></p> <p><i>America The Story of US: itunes –</i></p> <p><i>Ms. Barry's Website:</i> https://sites.google.com/a/cu/iver71.net/ms-barry-s-class/</p> <p><i>Schoolnet Assessments</i></p> <p><i>American History:</i> Online textbook using activation codes.</p> <p><i>American History:</i> Audio Book in English/Spanish</p> <p><i>American History:</i> Power Point Presentations with Media Gallery</p> <p><i>American History:</i> Easy Planner</p> <p><i>American History:</i> Test Generator</p> <p><i>American History</i> textbook website: Classzone.com</p> <p>SMART BOARD Activities</p> <p>Microsoft Word</p> <p>PBS.org</p> <p>Youtube.com</p>	<p><i>American History:</i> Activities for Struggling Readers and Inclusion (imbedded in Resource Units 1-10)</p> <p><i>American History:</i> Best Practices Toolkit</p> <p><i>American History:</i> Audio Book in English/Spanish</p> <p><i>Online Textbook:</i> Feature to read to the students/audio and animations. (Students need an activation code for this)</p> <p>www.classzone.com – has review notes on the “interactive review”; practice quizzes; graphic organizers</p>	<p>Unit tests and quizzes (publisher and teacher-made)</p> <p>Informal daily observations</p> <p>Group and individual presentations</p> <p>Informal Questioning</p> <p>Class Discussion</p> <p>Exit Slips</p> <p>Projects and Performance Assessments with Rubrics</p> <p>Daily work (review activities)</p> <p>Schoolnet assessments</p> <p>Google-Presentations on various Sections of the Chapter</p> <p>Schoolnet Assessment on Powerschool.</p> <p>-Formal and informal assessments</p>

				-Primary and Secondary Sources -Teacher created materials			
QUARTER 2	15.D.3a, 15.E.3a 16.B.3b	-colonists saw British efforts to increase control over the colonies as violations of their rights	-identify reasons why the American colonies and Britain began to grow apart -describe ways that the colonists defied the rules of Parliament				
	15.D.3a, 15.E.3a, 16.A.3b	-many colonists organized to oppose British policies	-identify the ways that Britain tightened its control over the colonies -explain how colonists protested British rule -analyze why colonists felt that Britain was interfering in its economic matters				
	15.D.3a, 16.B.3a, 16.B.3b	-the tensions between Britain and the colonies led to the outbreak of the Revolutionary War	-describe the Intolerable Acts and how the colonists reacted to them -explain why the revolution began				
	14.F.3a, 16.B.3b	-as fighting continued, Americans decided to declare their independence from Britain	-summarize what happened during the siege of Boston -describe how the conflict began to spread -explain why the rebellion became a revolution				

QUARTER 2	16.A.3c, 16.B.3b	-although the Continental Army had difficulty fighting in a divided America, the Patriots triumphed at Saratoga	-describe how the war divided Americans -summarize the problems each side faced while preparing for war -explain Washington’s strategy and the war in the Middle States -evaluate Britain’s Northern strategy -analyze the effects of the Battles of Saratoga				
	16.A.3c, 16.B.3b	-The expansion of the war weakened the British by forcing them to spread their military resources around the world	-identify reasons why Spain and France entered the war -summarize the effects of the winter at Valley Forge on the American Army -explain how and why fighting spread to the frontier -explain how the Americans expanded the naval war				
	16.B.3b, 18.C.3b	-the Continental Army, their allies, and the American people brought about an American victory	-explain what happened when the war moved to the South -describe how the war ended -analyze reasons why the Americans won the war				
	16.B.3b, 16.D.3a	-Americans emerged from the Revolution as citizens of a unified nation that valued the idea of liberty	-summarize the costs of the war -explain the terms of the Treaty of Paris -identify the ideals on which a new nation was created following the Revolution				

QUARTER 2	<p>16.B.3b, 16.D.3a 14.F.3a 15.E.3a 17.A.3b</p> <p>14.C.3, 14.B.3 14.F.3a, 14.F.3b</p> <p>14.A.3, 14.B.3 14.C.3, 14.F.3a, 14.F.3b</p>	<p>-The Articles of Confederation created a weak national government</p> <p>-The Constitution created a new, stronger government that replaced the Confederation</p> <p>-Americans liberties are protected by the U.S. Constitution and a Bill of Rights</p>	<p>-explain why the states joined together to form a new government -describe the strengths and weaknesses of the Articles of Confederation</p> <p>-Identify the reasons why there was a call for the Constitutional Convention -evaluate the challenges delegates faced at the Convention -explain how the Convention resolved challenges over slavery</p> <p>-explain why the Federalists supported ratification of the Constitution and why the Anti-federalists opposed it -summarize the battle for ratification of the Constitution -analyze the Bill of Rights – the first ten amendments to the Constitution</p>				
Federal Constituti on	<p>14.A.3, 14.B.3, 14.C.3</p>	<p>-the Constitution is a flexible plan for governing the United States based on seven democratic principles. The Preamble describes the purpose of the Constitution, and Article 1 outlines the main role of the legislative branch.</p>	<p>-describe the seven principles guiding the Constitution and how they shape articles and amendments -summarize the Preamble and its stated goals -contrast the powers, terms and numbers of the House and Senate -describe the specific powers granted to</p>				

Course/Subject: SOCIAL STUDIES		CURRICULUM MAP				Grade: 7	
	<p>14.A.3, 14.B.3, 14.C.3, 14.F.3a, 14.F.3b, 16.B.3b</p> <p>14.A.3, 14.B.3, 14.C.3, 14.F.3a, 14.F.3b, 16.B.3b</p> <p>14.A.3, 14.B.3, 14.C.3, 14.D.3, 14.F.3a, 14.F.3b, 16.B.3b</p>	<p>-clear definition and a system of checks and balances help three branches of government share power</p> <p>-the framers defined relations among states, ways to amend the Constitution, and the supremacy of the national government</p> <p>-twenty-seven amendments, including the Bill of Rights, protect individual rights and the common good</p>	<p>Congress and how a bill becomes a law</p> <p>-describe the election, powers, qualifications, and duties of the president</p> <p>-describe the judicial branch of government and the federal court system</p> <p>-summarize the system of checks and balances</p> <p>-define the relation among states, including national, state, and shared powers</p> <p>-describe the process of amending the Constitution</p> <p>-summarize the supremacy of the national government</p> <p>-explain the ratification process</p> <p>-summarize issues addressed in the Bill of Rights and their importance in U.S. government</p> <p>-identify the issues that amendments 11-17 address</p>				
QUARTER 3	<p>14.A.3, 14.D.3 14.E.3, 14.F.3a 15.E.3a, 15.E.3b</p> <p>14.E.3, 14.F.3a, 15.E.3a</p>	<p>-George Washington and his advisors faced many challenges during his presidency</p> <p>-Washington established central authority at home and avoided war abroad</p>	<p>-describe the decisions made by Washington and Congress that established precedents for later years</p> <p>-summarize Hamilton’s plan to address the nation’s economic and financial issues</p> <p>-identify the challenges posed by competing claims in the Northwest Territory and by the Whiskey Rebellion and how they were resolved</p> <p>-list reasons why the new</p>	<p>Pre-teaching/Reading Strategies include but are limited to: KWL; Directed Reading-Thinking Activity (DRTA); Knowledge Rating; Predicting; Preview, Locate Add, Note (P.L.A.N.) People Search; Brainstorming.</p> <p>Vocabulary Pre-Reading: Using the Warm-Up table, at least once a week introduce a new Tier II Word to students that they will be seeing in their future reading.</p> <p>a) Students talk about/find a student friendly definition</p> <p>b) Students think of synonyms for this word</p> <p>c) Students think of antonyms for this word</p> <p>d) Students find a picture that helps them</p>	<p><i>Hapara: Teacher Dashboard</i></p> <p><i>Chromebooks:Google-Docs, Google Presentation, Google-sites,</i></p> <p><i>America The Story of US: itunes –</i></p> <p><i>Ms. Barry’s Website: https://sites.google.com/a/cu/lyer71.net/ms-barry-s-class/</i></p> <p><i>Schoolnet Assessments</i></p>	<p><i>American History:</i> Activities for Struggling Readers and Inclusion (imbedded in Resource Units 1-10)</p> <p><i>American History:</i> Best Practices Toolkit</p> <p><i>American History:</i> Audio Book in English/Spanish</p> <p><i>Online Textbook:</i> Feature to read to the students/audio and animations. (Students need an activation code for this)</p>	<p>Unit tests and quizzes (publisher and teacher-made)</p> <p>Informal daily observations</p> <p>Group and individual presentations</p> <p>Informal Questioning</p> <p>Class Discussion</p> <p>Exit Slips</p> <p>Projects and Performance Assessments with Rubrics</p>

	14.C.3, 14.B.3 14.D.3, 14.E.3 14.F.3a	-The Federalists dominated politics under the presidency of John Adams	-describe Washington's return to private life, his fears of political parties, and the reasons parties grew -summarize national and international issues dividing Americans during Adams's presidency and the conflict over states' rights	nation remained neutral in European conflicts and how that position affected foreign relations e) Students use this word in a sentence Then, discuss as a class their findings and help students with any misconceptions of this word During Reading Strategies include but are not limited to: Think, Pair Share; Read, Cover, Remember, Retell (RCRR); Venn Diagram; Y-Charts; Cluster Diagrams; Three Column Journals; Interpreting, Maps, Charts and Graphs; Evaluating Primary and Secondary Sources; Note-taking, such as Cornell Method, FQR, sticky note Method; Time line and Sequence Chains. After Reading Strategies include but are limited to: Cause-Effect Mapping; Distinguishing Fact from Opinion; Detecting Bias; Determining Point of View; Collaborative Rereading; Cumulative Time Lines. Resources include but are not limited to: - <i>American History: Beginnings through Reconstruction</i> 2008 McDougal Littell - <i>Rand McNally Classroom Atlas</i> - <i>Our Federal and State Constitutions</i> ; A.J.S. Publications -Primary and Secondary Sources -Teacher created materials	<i>American History</i> : Online textbook using activation codes. <i>American History</i> : Audio Book in English/Spanish <i>American History</i> : Power Point Presentations with Media Gallery <i>American History</i> : Easy Planner <i>American History</i> : Test Generator <i>American History</i> textbook website: Classzone.com SMART BOARD Activities Microsoft Word PBS.org Youtube.com	www.classzone.com – has review notes on the “interactive review”; practice quizzes; graphic organizers	Daily work (review activities) Schoolnet assessments Google-Presentations on various Sections of the Chapter Schoolnet Assessment on Powerschool. -Formal and informal assessments
QUARTER 3	14.A.3, 14.D.3, 14.F.3a 14.E.3, 16.D.3a 17.B.3a	-after a tied election, Jefferson became President and the Democratic-Republicans reduced the power of the government -the nation doubled in size when Jefferson acquired the Louisiana Purchase	-describe how the Democratic- Republican party came to power -summarize Thomas Jefferson's view of government and democracy -analyze the impact of <i>Marbury v. Madison</i> -identify the boundaries of the Louisiana Purchase and explain how it changed the United States -summarize the Lewis and Clark expedition				

	14.D.3, 14.E.3 15.D.3a, 16.B.3d	-the nation gained confidence and worldwide respect as a result of 1812	-describe the events that led to the War of 1812 -summarize the phases of the War of 1812 as well as its legacy				
QUARTER 3	14.C.3, 15.A.3b, 15.C.3 15.D.3c	-new industries and inventions changed the way people live and work in the 1800's	-identify factors that led to the Industrial Revolution and explain the spread of new manufacturing methods --describe new inventions that changed transportation, communication, and agriculture				
	15.D.3a, 15.D.3C 16.C.3b 17.C.3b	-the invention of the cotton gin and the demand for cotton caused slavery to spread in the South	-explain the effect of the cotton gin on slavery in the South -describe the daily life and culture of African Americans in the South in the mid 1800's				
	14.A.3, 14.D.3, 14.F.3a, 15.D.3b, 15.E.3b 14.C.3, 14.E.3, 15.B.3b, 15.E.3a,	-while patriotic pride increased national unity, tensions grew between the North and the South	-identify factors that promoted national unity in the early 1800's -describe events that increased sectionalism -summarize how Americans reached agreements with foreign nations to help secure its borders				
QUARTER 3	14.A.3, 14.B.3, 14.C.3, 14.D.3, 14.F.3a 15.E.3a	-Andrew Jackson's election to the presidency in 1828 opened a new era of popular democracy	-explain political divisions that appeared around the 1824 presidential election -summarize how democracy changed during Jackson's presidency -identify economic issues that increased tension within the states -describe the issue of states' rights from two opposing points of view				

	14.C.3, 14.D.3 14.D.3, 14.F.3a 15.A.3c, 15.E.3b	-during Jackson’s presidency, Native Americans were forced to move west of the Mississippi River -after Jackson left office, his policies caused the economy to collapse and affected the next election	-explain why Jackson wanted the Native Americans to move west -summarize the effects of the Indian Removal Act on Native Americans -identify causes and effects of Jackson’s destruction of the national bank -explain the formation of the Whig Party in the United States				
QUARTER 4	17.C.3c, 17.D.3a 14.E.3 16.A.3b 14.D.3, 14.E.3, 16.B.3d 14.C.3 15.E.3a 17.C.3a, 17.C.3c	-thousands of adventurers and pioneers followed trails to the West to settle the land and make their fortunes -conflicts between settlers and the government of Mexico led Texas to revolt and win independence from Mexico in 1836 -victory in a war with Mexico allowed Americans to expand the nation across the continent --the discovery of gold in California in 1848 led to a population increase and statehood	-identify the reasons why the early pioneers moved west -summarize the challenges that people faced in settling the West -identify changes in Spanish Texas that led up to the Texas Revolution -describe the sequence of events in the Texans’ revolt against Mexico that resulted in the creation of the Lone Star Republic --summarize American support for manifest destiny -describe the war with Mexico -explain the impact of victory over Mexico -describe how the discovery of gold changed California -explain the final impact of the California Gold Rush	Pre-teaching/Reading Strategies include but are not limited to: KWL; Directed Reading-Thinking Activity (DRTA); Knowledge Rating; Predicting: Preview, Locate Add, Note (P.L.A.N.) People Search; Brainstorming. Vocabulary Pre-Reading: Using the Warm-Up table, at least once a week introduce a new Tier II Word to students that they will be seeing in their future reading. a) Students talk about/find a student friendly definition b) Students think of synonyms for this word c) Students think of antonyms for this word d) Students find a picture that helps them understand this word e) Students use this word in a sentence Then, discuss as a class their findings and help students with any misconceptions of this word During Reading Strategies include but are not limited to: Think, Pair Share; Read, Cover, Remember, Retell (RCRR); Venn Diagram; Y-Charts; Cluster Diagrams; Three Column Journals; Interpreting, Maps, Charts and Graphs; Evaluating Primary and Secondary Sources; Note-taking, such as Cornell Method, FQR, sticky note Method; Time line and Sequence Chains. After Reading Strategies include but are not	<u>Hapara: Teacher Dashboard</u> <u>Chromebooks: Google-Docs, Google Presentation, Google-sites,</u> <u>America The Story of US: itunes –</u> <u>Ms. Barry’s Website: https://sites.google.com/a/culver71.net/ms-barry-s-class/</u> <u>Schoolnet Assessments</u> <u>American History:</u> Online t textbook using activation codes. <u>American History:</u> Audio Book in English/Spanish <u>American History:</u> Power Point Presentations with Media Gallery <u>American History:</u> Easy Planner <u>American History:</u> Test	<u>American History:</u> Activities for Struggling Readers and Inclusion (imbedded in Resource Units 1-10) <u>American History:</u> Best Practices Toolkit <u>American History:</u> Audio Book in English/Spanish <u>Online Textbook:</u> Feature to read to the students/audio and animations. (Students need an activation code for this) <u>www.classzone.com</u> – has review notes on the “interactive review”; practice quizzes; graphic organizers	Unit tests and quizzes (publisher and teacher-made) Informal daily observations Group and individual presentations Informal Questioning Class Discussion Exit Slips Projects and Performance Assessments with Rubrics Daily work (review activities) Schoolnet assessments Google-Presentations on various Sections of the Chapter Schoolnet Assessment on Powerschool. -Formal and informal assessments

				<p>limited to: Cause-Effect Mapping; Distinguishing Fact from Opinion; Detecting Bias; Determining Point of View; Collaborative Rereading; Cumulative Time Lines.</p> <p>Resources include but are not limited to:</p> <ul style="list-style-type: none">-<u>American History: Beginnings through Reconstruction</u>2008 McDougal Littell-<u>Rand McNally Classroom Atlas</u>-<u>Our Federal and State Constitutions</u>; A.J.S. Publications-Primary and Secondary Sources-Teacher created materials	<p>Generator</p> <p><i>American History</i> textbook website: Classzone.com</p> <p>SMART BOARD Activities</p> <p>Microsoft Word</p> <p>PBS.org</p> <p>Youtube.com</p>		
QUARTER 4	<p>14.C.3, 14.D.3 16.C.3b, 16.D.3a</p> <p>14.C.3, 14.D.3, 16.C.3b</p> <p>14.C.3, 14.D.3, 14.F.3a</p>	<p>-in the mid 1800’s millions of Europeans came to the United States for a better life</p> <p>-a 19th century religious revival launched movements to reform education and society</p> <p>-the social campaigns to gain freedom for enslaved persons and equality for women were closely linked</p>	<p>-identify the various immigrant groups in the mid-1800’s and explain why these people choose to come to America</p> <p>-explain the challenges that immigrants faced in America</p> <p>-identify reform movements that attempted to improve society in America</p> <p>-explain the efforts of the labor movement to improve working conditions</p> <p>-identify specific areas of daily life that some reformers focused on improving</p> <p>-describe the efforts of abolitionists in the 1800s to end slavery</p> <p>-explain how the abolition movement led to the fight for women’s rights and identify key people and events in the women’s rights movement</p> <p>-summarize the social</p>				

			and cultural changes that transformed American in the mid-1800's				
QUARTER 4	14.A.3, 14.B.3, 14.C.3, 14.D.3, 14.F.3a, 15.C.3, 15.D.3a, 15.D.3b	-rising anger over slavery increased tensions between the North and South and led to violence	-compare and contrast the economic paths of the North and the South -summarize the effects of territorial expansion on the debate over slavery -analyze hoe the Compromise of 1850 fueled the Union's crisis -explain how political tensions resulted in violence				
	14.A.3, 14.B.3, 14.C.3, 14.D.3, 14.F.3a	-the formation of the antislavery Republican Party further divided the country	-explain how the issue of slavery led to political divisions -identify the events that brought the nation to a breaking point				
	14.A.3, 14.B.3, 14.C.3, 14.D.3, 14.F.3a	-the election of Abraham Lincoln as president in 1860 led seven states to secede from the Union	-explain how the election of 1860 revealed the divisions in the country -describe the reason for, and responses to, the secession of seven Southern states				