



Diocese of Alexandria ~ Catholic Schools

Where faith and knowledge grow



DIOCESE OF ALEXANDRIA

As the Diocese of Alexandria seeks to provide a comprehensive learning environment, we are charged to “Teach More” by showing how all learning flows from and relates to our Creator. In this way, we will give our teaching a deeper meaning and purpose than simply the content itself. With this as our goal, the Catholic Schools Office has intertwined our selected curricular standards with the Catholic Standards developed by the Cardinal Newman Society. Through the merging of these two curricula, English Language Arts, Mathematics, Science, and Social Studies, teachers will be provided a roadmap to guide student’s understanding and recognition of the relationship between learning and the connection to our God.

Thomas E. Roque, Sr.
Superintendent of Catholic Schools



DIOCESE OF ALEXANDRIA

Through comprehensive review of curricula from high performing districts throughout the United States in combination with parochial schools and Newman Cardinal Standards, the Curriculum Team for the Diocese of Alexandria has generated curricula for English Language Arts, Mathematics, Science, and Social Studies. The development of this framework is designed to guide the instructional path of teachers as they focus on the formation of their students in the areas of faith, academic excellence, responsible citizenry, and effective communication and collaboration. This process is a continuous improvement process with no defined beginning or end.

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7th Grade – Social Studies



THE DIOCESE
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HOW TO USE THE CURRICULUM MAP

Social Studies Curriculum Maps are guides to social studies instruction. The Social Studies Curriculum Maps assist teachers in planning and pacing instruction. Specific dates or weeks that may be included in this document are for reference. Each school and teacher must consider the make-up of their students, focusing on the needs and strengths of each child when pacing and planning instruction.

The four Curriculum Cycles for the year help pace instruction and ensure students have consistent coverage of the social studies content. The Cycle Duration (the suggested amount of time to spend on each cycle) does not accommodate for the scheduling of special events, inclement weather or school events. Teachers, with principal guidance, should adjust pacing as needed to accommodate for these events. Identified Compelling Question guide student inquiry during the curriculum cycle. This question guides the student's in the study of the content for the curriculum cycle. This question guides the student's in the study of the content for the curriculum cycle. The curriculum cycle is further broken down into topics. The Topics indicate the instructional focus of the curriculum cycle.

Each topic map contains these components:

- **Diocese of Alexandria Academic Standards**
- **Supporting questions** to guide the inquiry of each topic.
- **Vocabulary:** potential terms student must be familiar with and may struggle with during this topic. This list is not the sole list of terms students must learn or be able to apply while studying social studies.
- **Learning Targets** are the expected skills and concepts students are to know and be able to do by the end of each topic. The Learning Targets in the curriculum maps are starting points. The list is not exhaustive or exclusionary. The school, based on an analysis of student data, identifies the understandings, skills, and concepts that support these targets established by the school.
- **Instructional Resources** include resources that promote inquiry, student understanding, and mastery of skills.

RESEARCH-BASED HIGH-YIELD PRACTICES FOR TIER 1 INSTRUCTION

These strategies have proven effective in affecting student learning and achievement gains. As you plan daily instruction, consider how and where to integrate these strategies into the instructional sequence. Effect size in parentheses.

- Classroom Discussion/Discourse (.82)
- Teacher Clarity/making the learning visible with expectations for learning (.75)
- Reciprocal Teaching (.74)
- Feedback (.73)
- Metacognitive Strategies (.69)

7th Grade – Social Studies



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Unit 1 The New World and the Old World (1492-1783)

Compelling Question: Why do people need rules and laws?	Assessments: <ul style="list-style-type: none"> Ongoing teacher-created formative assessments Teacher-created summative assessments 	Duration: 9 weeks
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Introductory Topic: Thinking Like a Historians	Suggested Duration: 1 Weeks
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<p>SUPPORTING QUESTION(S):</p> <ul style="list-style-type: none"> What is history? Why study the past? How do we study the past? How do historians think?
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VOCABULARY: Government and civics, cultures and societies, economics, geography, history, archeology, monarchy, democracy, republic, language, customs, beliefs, scarcity, produce, distribute, consume, physical features, archeology, historian, geographer, archeologist, primary source, secondary source, artifact, ruin, fossil, map, satellite image, chart, graph

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> I can define social studies and explain the purposes for studying government and civics, cultures and societies, economics, geography and historical perspective (08-1.1.1; 08-2.1.1; 08-3.1.1; 08-5.1.2). I can compare and contrast the different types of tools used in social studies (08-4.1.1; 08-5.1.1). I can describe the goals and the processes of thinking like a historian (08-2.1.1; 08-3.1.1; 08-5.1.1; 08-5.1.2). 	<ul style="list-style-type: none"> Using Primary Sources, Library of Congress website Teaching Primary and Secondary Sources, George W. Bush Presidential Library Question Formulation Technique, Strategy Analyze an Artifact, Strategy Inquiry-based Learning, Strategy Culturally Responsive Teaching Strategies, The Education Alliance at Brown University website 	<ul style="list-style-type: none"> TeachingHistory.org, website A Meticulous Analysis of History by Pinky and the Brain, Animaniacs Video on YouTube

Topic 1: Native Americans and the Great Convergence**Suggested Duration: 2 Weeks****SUPPORTING QUESTION(S):**

- Why did monarchs commission explorers?
- How did a changing climate affect early peoples' migrations?
- Why was the idea of a Northwest Passage significant?
- What distinguishes the "*Great Convergence*" from the "*Columbian Exchange*"?
- How did the "*Great Convergence*" affect the cultures of African, European, and Native peoples?

VOCABULARY:

The Enlightenment, Age of Discovery, New World, Old World, Great Convergence, Columbian Exchange, exploration, monarchies, domestication, slavery, conquistadors, natives, Indians, encomienda system, missionaries

DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:

SS-07-2.3.1 Students will explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred among individuals and groups in the United States prior to Reconstruction. DOK 2

SS-07-2.3.2 Students will explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in the United States prior to Reconstruction. DOK 2

SS-07-4.2.1 Students will describe how regions in the U.S. prior to Reconstruction were made distinctive by human characteristics (e.g., dams, roads, urban centers) and physical characteristics (e.g., mountains, bodies of water) that created advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement). DOK 2

SS-07-4.2.2 Students will describe how places and regions in United States history prior to Reconstruction changed over time as technologies, resources and knowledge became available.

SS-07-5.2.1 Students will explain events and conditions that led to the "*Great Convergence*" of European, African and Native American people beginning in the late 15th century, and analyze how America's diverse society developed as a result of these events. DOK 3

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> I can use different types of geographic and historical tools to identify and locate different cultures that were native to the Americas (08-2.1.1; 08-4.1.1; 08-5.1.1). I can explain how different cultures native to the Americas interacted with each other and adapted to different geographic features over time (08-2.1.1; 08-2.3.1; 08-2.3.2; 08-4.2.1; 08-4.2.2). I can compare and contrast many of the governments, cultures, people and geographic locations of the New World and the Old World (08-1.1.1; 08-2.1.1; 08-4.1.1; 08-5.1.1; 08-5.2.1). I can explain many of the causes that gave rise to the Age of Discovery (08-1.1.1; 08-2.1.1; 08-2.3.1; 08-3.1.1; 08-4.1.1; 08-5.1.1; 08-5.1.2; 08-5.2.1). I can describe how competition and scarcity fueled a motivation for profit among European governments which led to conflict over the Americas (08-1.1.1; 08-2.3.1; 08-2.3.2; 08-3.1.1; 08-5.2.1). I can explain how the Columbian Exchange and the Great Convergence of Europeans, Africans and Indigenous groups led to a diverse culture in the Americas (08-2.1.1; 08-2.3.1; 08-2.3.2; 08-5.1.1; 08-5.1.2; 08-5.2.1). I can use primary and secondary sources to analyze the perspectives of, and effects on, Africans, Europeans, and native cultures in the Americas during the "Great Convergence" (08-5.1.1; 08-5.1.2; 08-5.2.1). 	<ul style="list-style-type: none"> Map Skills, National Geographic website Using Primary Sources, Library of Congress website Teaching Primary and Secondary Sources, George W. Bush Presidential Library Culturally Responsive Teaching Strategies, The Education Alliance at Brown University website Graphic Organizers, Customizable graphic organizers, Worksheetworks.com website Inquiry-based Learning, Strategy Question Formulation Technique, Strategy Discrepant Event, Strategy Analyze an Artifact, Strategy Socratic Seminar, Suggestions for Set up Blogpost Socratic Seminar, Suggestions and ideas Blogpost How to Run a Socratic Seminar, Blogpost Socratic Seminar Aids, College of William and Mary Claim, Evidence and Reasoning, Teaching Arguments Prezi Claims, Reasons and Evidence Graphic Organizer, Instructions for use 	<ul style="list-style-type: none"> Examining the Exploration of the Americas- Teaching Guide PBS Learning Media Exploration of the Americas: Primary Source Set, PBS Learning Media History: Native Americans, University Libraries, University of Washington Native American History: Primary Documents, Yale University Library Message in a Bottle, Scholastic latitude/longitude game Latitude/Longitude Map Match Game Indigenous Peoples of the Americas, New World Encyclopedia Indian Mounds, Virtual Field Trip from PBS Learning Media Writings of the Ancient Maya, PBS Learning Media America Before Columbus, Documentary Medieval Sourcebook: Christopher Columbus: Extracts from Journal, Fordham University The People vs. Columbus, et al., Zinn Education Project Columbus Day, PBS Learning Media Christopher Columbus Landing at San Salvador, painting PBS Learning Media The Black Legend, Native Americans and Spaniards, Crash Course U.S. History Video The Columbian Exchange by Keith Hughes, YouTube Video European Explorers: Age of Discovery, Documentary The Great Age of Exploration 1400-1550, Documentary

Topic 2: The Colonization of North America**Suggested Duration: 2 Weeks****SUPPORTING QUESTION(S):**

- Why did monarchs desire colonies?
- Why did Europeans engage in the African slave trade?
- How can competition create conflict?
- How does the distinct geography of regions impact human activity?

VOCABULARY:

Magna Carta, English Bill of Rights, mercantilism, taxes, cash crops, charter, Jamestown, Roanoke, indentured servant, slave, Puritans, Mayflower Compact, Pilgrims, Plymouth Rock, religious liberty, Transatlantic Slave Trade, Middle Passage, African Diaspora, Great Awakening, French-Indian War

DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:

SS-07-1.1.2 Students will describe and give examples to support how democratic government in the United States prior to Reconstruction functioned to preserve and protect the rights (e.g., voting), liberty and property of their citizens by making, enacting and enforcing appropriate rules and laws (e.g., constitutions, laws, statutes). DOK 3

SS-07-1.3.1 Students will explain and give examples of how significant United States documents (Declaration of Independence, Constitution, Bill of Rights) established democratic principles and guaranteed certain rights for all citizens. DOK 2

SS-07-2.3.1 Students will explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred among individuals and groups in the United States prior to Reconstruction. DOK 2

SS-07-2.3.2 Students will explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in the United States prior to Reconstruction. DOK 2

SS-07-3.3.1 Students will explain how in the United States prior to Reconstruction, the prices of goods and services were determined by supply and demand. DOK 2

SS-07-3.4.1 Students will explain ways in which the basic economic questions about the production, distribution and consumption of goods and services were addressed in the United States prior to Reconstruction. DOK 2

SS-07-3.4.2 Students will describe how new knowledge, technology/tools and specialization increased productivity in the United States prior to Reconstruction. DOK 2

SS-07-4.2.1 Students will describe how regions in the U.S. prior to Reconstruction were made distinctive by human characteristics (e.g., dams, roads, urban centers) and physical characteristics (e.g., mountains, bodies of water) that created advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement). DOK 2

SS-07-4.2.2 Students will describe how places and regions in United States history prior to Reconstruction changed over time as technologies, resources and knowledge became available. DOK 2

SS-07-4.3.1 Students will describe patterns of human settlement in the United States prior to Reconstruction and explain how these patterns were influenced by human needs. DOK 2

SS-07-4.3.2 Students will explain why and give examples of how human populations changed and/or migrated because of factors such as war, disease, economic opportunity and technology in the United States prior to Reconstruction. DOK 3

SS-07-5.2.2 Students will explain and give examples of how the ideals of equality and personal liberty (rise of individual rights, economic freedom, religious diversity) that developed during the colonial period, were motivations for the American Revolution and proved instrumental in the development of a new nation. DOK 3

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> ▪ I can explain the early relationships between the English settlers and the indigenous peoples, or Indians, in North America, including differing views on ownership/use of land and the conflicts between them (08-2.3.1; 08-2.3.2; 08-3.4.1; 08-4.2.1; 08-5.1.1). ▪ Using a map of North America, I can identify the first 13 colonies and describe how regional differences in climate, types of farming, populations, and sources of labor shaped their economies and societies throughout the 18th century (08-3.4.1; 08-4.1.1; 08-4.2.1; 08-4.2.2; 08-4.3.1). ▪ I can explain the cultural, economic, geographical and political characteristics for the following (08-1.1.1; 08-1.1.2; 08-1.3.1; 08-2.1.1; 08-3.4.1; 08-4.2.1; 08-5.2.2): ▪ New England colonies ▪ Middle colonies ▪ Southern colonies ▪ I can analyze the similarities and differences between the New England, Middle and Southern colonies (08-1.1.1; 08-1.1.2; 08-1.3.1; 08-2.1.1; 08-3.4.1; 08-4.2.1; 08-4.3.2; 08-5.2.2). ▪ I can explain the causes behind the institution of slavery being introduced to North America (08-2.3.1; 08-3.1.1; 08-3.3.1; 08-3.4.1; 08-3.4.2; 08-5.1.1; 08-5.1.2). ▪ I can describe the harsh conditions of the Middle Passage and explain many of the severe realities of life in slavery (08-2.1.1; 08-2.3.1; 08-2.3.2; 08-3.1.1; 08-5.1.1). ▪ I can describe responses to the institution of slavery by both enslaved and non-enslaved people (08-1.1.1; 08-1.1.2; 08-2.1.1; 08-2.3.1; 08-2.3.2; 08-4.2.1; 08-5.1.1; 08-5.1.2; 08-5.2.2). 	<ul style="list-style-type: none"> • Graphic Organizers, Customizable graphic organizers, Worksheetworks.com website • Question Formulation Technique, Strategy • Analyze an Artifact, Strategy • Inquiry-based Learning, Strategy • Socratic Seminar, Suggestions for Set up Blogpost • Socratic Seminar, Suggestions and ideas Blogpost • How to Run a Socratic Seminar, Blogpost • Socratic Seminar Aids, College of William and Mary • Culturally Responsive Teaching Strategies, The Education Alliance at Brown University website • Using Primary Sources, Library of Congress website • Teaching Primary and Secondary Sources, George W. Bush Presidential Library • Primary Source Set: The Colonies, Motivations and Realities, PBS Learning Media • Primary Source Set: Religion in the Colonies, PBS Learning Media • Primary Source Set: The Colonies, Motivations and Realities, PBS Learning Media • Primary Source Set: Religion in the Colonies, PBS Learning Media • Primary Source Set: The Transatlantic Slave Trade, PBS Learning Media 	<ul style="list-style-type: none"> • Teaching Guide: Exploring Cross-Cultural Colonial Conflicts, PBS Learning Media • Indian Pride- Government Structure, PBS Learning Media • John Smith- World Explorers, PBS Learning Media • The Story of Pocahontas, PBS Learning Media • "Who owns the land?", Online Essay • Landownership views between Native Americans and Europeans, Online Essay • The Natives and the English, Crash Course U.S. History Video • Map of the North American Colonies, Teacher Web • Colonial Williamsburg, Website • When is Thanksgiving? Colonizing North America, Crash Course U.S. History Video • The Quakers, the Dutch and the Ladies, Crash Course U.S. History Video • Slavery and the Making of America, PBS Learning Media • The Transatlantic Slave Trade, The Transatlantic Slave Trade Database. • The Transatlantic Slave Trade, Encyclopedia Britannica Online • Slavery--The Peculiar Institution, African American Odyssey Website • Inquiry Design Module, Sample IDM from NY, Slavery • The Atlantic Slave Trade, Crash Course World History video • The Atlantic Slave Trade: What Too Few Textbooks Told You, TEDEd Anthony Hazard • The Middle Passage, Encyclopedia Britannica Online • Anti-Slavery Movement, African American Odyssey Website

Topic 3: The American Revolution**Suggested Duration: 3 Weeks****SUPPORTING QUESTION(S):**

- Why did the British colonies rebel?
- When does a rebellion become a revolution?
- How can competition for land and resources lead to conflict?
- Which colonists resisted British policies and why?
- Which colonists insisted on British policies and why?
- How does the Declaration of Independence provide the foundation for our government?
- How did colonists show support for or opposition to independence?
- What type of relationship did the 13 Colonies (later the United States) have with Europe?

VOCABULARY:

French and Indian War or Seven Years' War, American Revolution, Sugar Act, Stamp Act, Tea Act, boycott, Boston Massacre, Coercive Acts or Intolerable Acts, propaganda, Boston Tea Party, Quartering Act, *Common Sense*, patriots, minutemen, redcoats, Treaty of Paris, Declaration of Independence, Continental Congress, loyalist, tory, militia, Continental Army, natural rights, War for Independence

DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:

- SS-07-1.1.2** Students will describe and give examples to support how democratic government in the United States prior to Reconstruction functioned to preserve and protect the rights (e.g., voting), liberty and property of their citizens by making, enacting and enforcing appropriate rules and laws (e.g., constitutions, laws, statutes). DOK 3
- SS-07-1.3.1** Students will explain and give examples of how significant United States documents (Declaration of Independence, Constitution, Bill of Rights) established democratic principles and guaranteed certain rights for all citizens. DOK 2
- SS-07-2.3.1** Students will explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred among individuals and groups in the United States prior to Reconstruction. DOK 2
- SS-07-2.3.2** Students will explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in the United States prior to Reconstruction. DOK 2
- SS-07-3.3.1** Students will explain how in the United States prior to Reconstruction, the prices of goods and services were determined by supply and demand. DOK 2
- SS-07-3.4.1** Students will explain ways in which the basic economic questions about the production, distribution and consumption of goods and services were addressed in the United States prior to Reconstruction. DOK 2
- SS-07-3.4.3** Students will explain how personal, national and international economic activities were interdependent in the United States prior to Reconstruction. DOK 2
- SS-07-4.2.1** Students will describe how regions in the U.S. prior to Reconstruction were made distinctive by human characteristics (e.g., dams, roads, urban centers) and physical characteristics (e.g., mountains, bodies of water) that created advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement). DOK 2
- SS-07-4.3.2** Students will explain why and give examples of how human populations changed and/or migrated because of factors such as war, disease, economic opportunity and technology in the United States prior to Reconstruction. DOK 3
- SS-07-5.2.2** Students will explain and give examples of how the ideals of equality and personal liberty (rise of individual rights, economic freedom, religious diversity) that developed during the colonial period, were motivations for the American Revolution and proved instrumental in the development of a new nation. DOK 3

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> • I can explain the international causes of the French- Indian War or Seven Years’ War and describe how the war affected both Great Britain and her colonies (08- 1.1.1; 08-1.1.2; 08-2.3.1; 08-2.3.2; 08-3.1.1; 08-3.3.1; 08-3.4.1; 08-3.4.3; 08-4.1.1; 08-4.2.1; 08-4.3.2; 08-5.1.1; 08-5.1.2; 08-5.2.2). • I can describe the importance of the following events and/or policies, and the colonial response to them (08- 1.1.1; 08-1.1.2; 08-2.3.1; 08-2.3.2; 08-3.1.1; 08-3.3.1;08-3.4.1; 08-3.4.3; 08-4.1.1; 08-4.2.1; 08-4.3.2; 08-5.1.1;08-5.1.2; 08-5.2.2): <ul style="list-style-type: none"> ○ Sugar Act (1764) ○ Stamp Act (1765) ○ Townsend Duties (1767) ○ Tea Act (1773) and the Intolerable Acts (1774) ○ the Stamp Act Congress, the Sons of Liberty, and the Boston Tea Party (1773) • I can describe the principle behind “no taxation without representation” and explain why it was so important in the fight for independence (08-1.1.1; 08-1.1.2; 08-3.4.1;08-5.1.1; 08-5.2.2). • I can explain the beliefs of the following groups (08- 2.1.1; 08-2.3.1; 08-2.3.2; 08-5.1.1): <ul style="list-style-type: none"> ○ Loyalists (Tory) ○ Patriots ○ Neutralists • I can distinguish between the American Revolution and the war for independence (08-1.1.1; 08-1.1.2; 08-1.3.1;08-2.3.1; 08-2.3.2; 08-5.1.1; 08-5.1.2; 08-5.2.2). 	<ul style="list-style-type: none"> • Graphic Organizers, Customizable graphic organizers, Worksheetworks.com website • Claim, Evidence and Reasoning, Teaching Arguments Prezi • Claims, Reasons and Evidence Graphic Organizer, Instructions for use • Question Formulation Technique, Strategy Analyze an Artifact, Strategy • Inquiry-based Learning, Strategy • Culturally Responsive Teaching Strategies, The Education Alliance at Brown University website • Socratic Seminar, Suggestions for Set up Blogpost • Socratic Seminar, Suggestions and ideas Blogpost • How to Run a Socratic Seminar, Blogpost • Socratic Seminar Aids, College of William and Mary • Culturally Responsive Teaching Strategies, Structured Academic Controversy, Strategy from TeachingHistory.org website • English Bill of Rights • Declaration of Independence • Articles of Confederation 	<ul style="list-style-type: none"> • Proclamation of 1763, US History.org • Timeline of the French and Indian War, PBS: “The War That Made America” • “George Washington’s French and Indian War” essay by Theodore J. Crackel; Gilder-Lehrman Institute of American History • www.mission-us.org, Mission U.S. “For Crownor Colony” • The Seven Years’ War and the Great Awakening, Crash Course U.S. History Video • The Seven Years’ War, Crash Course World History Video • The Seven Years' War, Feature History Video • www.digitalvaults.org, Online Website for Primary and Secondary Sources • The Revolutionary War Series: The Events Leading Up to War, Documentary • Taxes and Smuggling- Prelude to Revolution, Crash Course U.S. History Video • "The Sugar Act Song", YouTube Video • "Party's Going On (Boston Tea Party Rap)" Song, YouTube Video • "Dump It Off (Boston Tea Party Song)", YouTube Video • "The Boston Tea Party Song", YouTube Video • "No Taxation Without Representation", Stamp-Act-History.com Website • http://docsteach.org “Revolution and the New Nation: Analyzing and Interpreting the Big Ideas of the Declaration of Independence

- I can describe the ideals found in the Declaration of Independence such as equality, natural rights, the rule of law, and the purpose of government (08-1.1.1; 08-1.1.2; 08-1.3.1; 08-5.2.2).
I can describe the causes and motivations of the war for independence and the American Revolution (08-1.1.1;08-1.1.2; 08-2.3.1; 08-2.3.2; 08-3.1.1; 08-3.3.1; 08-3.4.1;

- [Inquiry Design Module](#), Sample IDM from NY, *American Revolution*
- [Common Sense: Thomas Paine and American Independence](#), Online lesson plan and project
- ["No Taxation Without Representation" Song](#), YouTube Video
- [Loyalist and Patriots: compare and contrast](#), YouTube Video
- <http://docsteach.org> "Revolution and the New Nation: Events of the War for Independence"
- [Teaching with Images of the American Revolution](#), National Archives
- ["Too Late to Apologize: A Declaration" Song](#), YouTube Video
- [Center for Teaching the Rule of Law](#), Website
- [Tea, Taxes and the American Revolution](#), Crash Course World History Video
- [The American Revolution in 9 Minutes](#), Video
- [Lexington and Concord:A Legacy of Conflict](#), A Legacy of Conflict
- [Who won the American Revolution?](#), Crash Course U.S. History Video
- [Founding Fathers](#), Article from Encyclopedia Britannica
- [Founding Fathers--various biographies](#), Biography.com Website

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Unit 2

A New Order for the Ages: Out of Many, One (1776-1837)

Compelling Question:

Assessments:

- Ongoing teacher-created formative assessments
- Teacher-created summative assessments

Duration: 10 weeks

Topic 1: The Constitution and Bill of Rights

Suggested Duration: 5 Weeks

SUPPORTING QUESTION(S):

- Will the United States be governed by laws or by men?
- How did the U. S. meet national and international challenges without the aid of Great Britain?
- How did the framers of the Constitution settle their differences?
- Why was it important for the Constitution to be ratified?
- How does the Constitution define and limit our government?
- How does the Constitution define the role of the citizen?

VOCABULARY:

Magna Carta, English Bill of Rights, Declaration of Independence, Articles of Confederation, Constitutional Convention, republic, constitution, suffrage, ratify, Shay's Rebellion, federalism, legislative, executive, judicial, Electoral College, checks and balances, Virginia Plan, New Jersey Plan, Bill of Rights, amendments, Virginia Statue for Religious Freedom, Judiciary Act of 1789, precedent, interstate commerce, inflation, impeach, veto, executive orders, pardon, Supreme Court, judicial review, petition, warrant, due process, indict, double jeopardy, eminent domain, self-incrimination

DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:

SS-07-1.1.2 Students will describe and give examples to support how democratic government in the United States prior to Reconstruction functioned to preserve and protect the rights (e.g., voting), liberty and property of their citizens by making, enacting and enforcing appropriate rules and laws (e.g., constitutions, laws, statutes). DOK 3

SS-07-1.1.3 Students will describe and give examples of the ways the Constitution of the United States is a document that can be changed from time to time through both formal and informal processes (e.g., amendments, court cases, executive actions) to meet the needs of its citizens. DOK 2

SS-07-1.2.1 Students will identify the three branches of government, describe their functions and analyze and give examples of the ways the U.S. Constitution separates power among the legislative, executive and judicial branches to prevent the concentration of political power and to establish a system of checks and balances. DOK 2

SS-07-1.2.2 Students will explain the reasons why the powers of the state and national/federal governments are sometimes shared and sometimes separate (federalism) and give examples of shared and separate powers. DOK 2

SS-07-1.3.1 Students will explain and give examples of how significant United States documents (Declaration of Independence, Constitution, Bill of Rights) established democratic principles and guaranteed certain rights for all citizens. DOK 2

SS-07-1.3.2 Students will explain and give examples of how, in order for the U.S. government to function as a democracy, citizens must assume responsibilities (e.g., participating in community activities, voting in elections) and duties (e.g., obeying the law, paying taxes, serving on a jury, registering for the military). DOK 2

SS-07-2.3.1 Students will explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred among individuals and groups in the United States prior to Reconstruction. DOK 2

SS-07-2.3.2 Students will explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in the United States prior to Reconstruction. DOK 2

SS-07-3.4.3 Students will explain how personal, national and international economic activities were interdependent in the United States prior to Reconstruction. DOK 2

SS-07-4.2.1 Students will describe how regions in the U.S. prior to Reconstruction were made distinctive by human characteristics (e.g., dams, roads, urban centers) and physical characteristics (e.g., mountains, bodies of water) that created advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement). DOK 2

SS-07-5.2.2 Students will explain and give examples of how the ideals of equality and personal liberty (rise of individual rights, economic freedom, religious diversity) that developed during the colonial period, were motivations for the American Revolution and proved instrumental in the development of a new nation. DOK 3

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> I can explain the reasons for the adoption of the Articles of Confederation in 1781 and for its later failure (08-1.1.1; 08-1.1.2; 08-1.2.2; 08-1.3.1; 08-5.2.1). I can explain how national and international conflicts revealed strengths and weaknesses of the organization of the U.S. government under the Articles of Confederation (08-1.1.1; 08-1.2.1; 08-1.2.2; 08-2.3.1;08-3.4.3). I can describe Shays' Rebellion and explain why it was one of the crucial events leading to the Constitutional Convention. (08-1.1.2; 08-1.3.2; 08-2.3.1; 08-3.1.1; 08-5.1.1; 08-5.1.2; 08-5.2.2). I can identify the various leaders of the Constitutional Convention and describe the major issues they debated (08-1.1.1; 08-1.1.2; 08-1.2.1; 08-1.2.2; 08-1.3.2; 08-2.3.2; 08-4.2.1; 08-5.1.1; 08-5.1.2; 08-5.2.2): <ul style="list-style-type: none"> distribution of political power rights of individuals rights of states the Great Compromise slavery I can describe the basic political principles of American representative democracy and explain how the Constitution and the Bill of Rights both reflect and preserve these principles(08-1.1.1; 08-1.1.2; 08-1.1.3; 08-1.2.1; 08-1.2.2; 08-1.3.1; 08-1.3.2; 08-2.3.2 08-5.2.2): <ul style="list-style-type: none"> individual rights and responsibilities equality the rule of law limited government representative democracy I can explain the three branches of government and how power is divided, checked and balanced between them (08-1.1.1; 08-1.2.1). 	<ul style="list-style-type: none"> Using Primary Sources, Library of Congress website Teaching Primary and Secondary Sources, George W. Bush Presidential Library Claim, Evidence and Reasoning, Teaching Arguments Prezi Claims, Reasons and Evidence Graphic Organizer, Instructions for use Graphic Organizers, Customizable graphic organizers, Worksheetworks.com website Question Formulation Technique, Strategy Analyze an Artifact, Strategy Inquiry-based Learning, Strategy Socratic Seminar, Suggestions for Set up Blogpost Socratic Seminar, Suggestions and ideas Blogpost How to Run a Socratic Seminar, Blogpost Socratic Seminar Aids, College of William and Mary Structured Academic Controversy, Strategy from TeachingHistory.org website Culturally Responsive Teaching Strategies, The Education Alliance at Brown University website Discrepant Event, Strategy Culturally Responsive Teaching Strategies, The Education Alliance at Brown University website www.docsteach.org "Articles of Confederation vs. the U.S. Constitution," "Comparing Constitutions," and "Comparing the Articles of Confederation and the Constitution" activities Primary Source Set: Shays' Rebellion, PBS Learning Media The Library of Congress, "The Federalist Papers" www.docsteach.org "What is the Connection between the Constitution and the Bill of Rights?" activity The Bill of Rights, PBS Learning Media 	<ul style="list-style-type: none"> http://docsteach.org "Revolution and the New Nation: Analyzing and Interpreting the Big Ideas of the Declaration of Independence www.digitalvaults.org "Articles of Confederation" Teaching Guide: Exploring Shays' Rebellion, PBS Learning Media The Constitutional Convention, PBS Learning Media Meet the Framers of the Constitution, National Archives Website Resources on the Framers of the Constitution, Center for Civic Education Website Essential Readings- Making Civics Real- Constitutional Convention, PBS Learning Media Schoolhouse Rock The Preamble, YouTube Video Constitutional Compromises, Crash Course Government and Politics Video The Library of Congress, "The Bill of Rights: Debating the Amendments" www.digitalvaults.org Keyword Search, "Bill of Rights," and "Constitution" National Constitution Center, "Interactive Constitution" National Constitution Center Online Activities, "Bill of Rights Game " PBS Learning Media Separation of Powers and Checks and Balances, PBS Learning Media, Crash Course Government and Politics Video Creating the Balance, PBS Learning Media

- I can explain the difference and the need for sharing and separating powers between the state and national governments (08-1.1.1; 08-1.2.2).
- I can describe how the Constitution can be changed through the amendment process (08-1.1.1; 08-1.1.3; 08-1.3.1; 08-1.3.2).
- I can explain the differences between various forms of government (08-1.1.1).
- I can explain the justification for and importance of the Bill of Rights (08-1.1.1; 08-1.3.1; 08-1.3.2; 08-5.2.2).
- I can list and describe the ways in which the Bill of Rights protects the rights of citizens (08-1.1.1; 08-1.3.1; 08-1.3.2; 08-5.2.2).

- [Bill of Rights and Resource Materials](#), PBS Learning Media
- [The Declaration of Rights and Grievances](#), usconstitution.net Website
- [The Declaration of Independence](#), Bill of Rights Institute Website
- [Lesson: The Supreme Court and Federalism](#), PBS Learning Media
- [Other Lessons: Making Civics Real- Constitutional Convention](#), PBS Learning Media
- [Lesson Plan: Making Civics Real- Constitutional Convention](#), PBS Learning Media
- [Classroom Law Project](#), website
- [Center for Teaching the Rule of Law](#), website

- [Constitution, Articles and Federalism](#), Crash Course
- U.S. History Video
- [Griot B- Bill O' Rights Song](#), YouTube Video
- [Teaching the Bill of Rights](#), teachinghistory.org
- [Inquiry Design Module](#), Sample IDM from NY, *Great Compromise*
- [Separation of Powers](#), PBS Learning Media
- [A Case for the Separation of Powers, Three Branches of Government Song](#), YouTube Video
- [Flocabulary Three Branches of Government Song](#), YouTube Video
- [I'm Just a Bill Song, Schoolhouse Rock- America](#), YouTube Video
- [How a Bill Becomes A Law](#), Crash Course Government and Politics Video
- [Griot B- 3 Branches Superheroes Song](#), YouTube Video
- [10 Supreme Court Cases Every Teen Should Know](#),
- *NY Times*, Scholastic Article
- [Federalism](#), Crash Course Government and Politics Video
- [Constitutional Amendment Process](#), National Archives Website
- [Amending America: How Do We Amend?](#), YouTube Video
- [Why is the US Constitution So Hard to Amend?](#), YouTube Video
- [Going Global- Forms of Government](#), Florida Virtual School Video
- [PBS Learning Media](#)
- [Federalism](#),
- [Chief Justice John Marshall's View of Federalism](#),
- [Teaching Guide: Exploring the US Constitution](#),

Topic 2: The Growth of Democracy**Suggested Duration:** 3 Weeks**SUPPORTING QUESTION(S):**

- How did elected leaders further develop and expand American democracy?
- How was America's constitutional republic change from the late 1700s to the mid-1800s?
- What makes a president great?
- Which presidents had the greatest impact on the United States?
- How have specific events defined the role of government in the U.S.?
- How did the U.S. define its place in the world in the late 18th and early 19th centuries?
- How have Native Americans been affected by the growth of the U.S.?

VOCABULARY:

neutrality, Whiskey rebellion, Alien and Sedition Acts, War Hawks, embargo, impressment, Bank of the U.S., Kentucky and Virginia Resolutions, privateers, Jay's Treaty, Pinckney's Treaty, political parties, human nature, sedition, states' rights theory, foreign policy, isolationism, blockade, Louisiana Purchase, Monroe Doctrine, frontier, capitalism, American System, Erie Canal, sectionalism, Jeffersonian Democracy, War of 1812, Battle of New Orleans, Jacksonian Democracy, civil servant, spoils system, secede, Trail of Tears, Indian Removal Act, nullification crisis, *McCulloch v. Maryland*, Bureau of Indian Affairs

DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:

SS-07-1.1.2 Students will describe and give examples to support how democratic government in the United States prior to Reconstruction functioned to preserve and protect the rights (e.g., voting), liberty and property of their citizens by making, enacting and enforcing appropriate rules and laws (e.g., constitutions, laws, statutes). DOK 3

SS-07-1.1.3 Students will describe and give examples of the ways the Constitution of the United States is a document that can be changed from time to time through both formal and informal processes (e.g., amendments, court cases, executive actions) to meet the needs of its citizens. DOK 2

SS-07-1.2.1 Students will identify the three branches of government, describe their functions and analyze and give examples of the ways the U.S. Constitution separates power among the legislative, executive and judicial branches to prevent the concentration of political power and to establish a system of checks and balances. DOK 2

SS-07-1.2.2 Students will explain the reasons why the powers of the state and national/federal governments are sometimes shared and sometimes separate (federalism) and give examples of shared and separate powers. DOK 2

SS-07-1.3.1 Students will explain and give examples of how significant United States documents (Declaration of Independence, Constitution, Bill of Rights) established democratic principles and guaranteed certain rights for all citizens. DOK 2

SS-07-1.3.2 Students will explain and give examples of how, in order for the U.S. government to function as a democracy, citizens must assume responsibilities (e.g., participating in community activities, voting in elections) and duties (e.g., obeying the law, paying taxes, serving on a jury, registering for the military). DOK 2

SS-07-2.3.1 Students will explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred among individuals and groups in the United States prior to Reconstruction. DOK 2

SS-07-2.3.2 Students will explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in the United States prior to Reconstruction. DOK 2

SS-07-3.2.1 Students will describe the economic system that developed in the United States prior to Reconstruction. DOK 2

SS-07-3.4.1 Students will explain ways in which the basic economic questions about the production, distribution, and consumption of goods and services were addressed in the United States prior to Reconstruction. DOK 2

SS-07-3.4.2 Students will describe how new knowledge, technology/tools and specialization increased productivity in the United States prior to Reconstruction. DOK 2

SS-07-3.4.3 Students will explain how personal, national, and international economic activities were interdependent in the United States prior to Reconstruction. DOK 2

SS-07-4.2.2 Students will describe how places and regions in United States history prior to Reconstruction changed over time as technologies, resources and knowledge became available. DOK 2

SS-07-4.3.1 Students will describe patterns of human settlement in the United States prior to Reconstruction and explain how these patterns were influenced by human needs. DOK 2

SS-07-4.3.2 Students will explain why and give examples of how human populations changed and/or migrated because of factors such as war, disease, economic opportunity, and technology in the United States prior to Reconstruction. DOK 3

SS-07-5.2.3 Students will explain how the growth of democracy and geographic expansion occurred and were significant to the development of the United States prior to Reconstruction. DOK 3

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> • I can list and explain how the first five U.S. presidents responded to national and international problems in the late 1700s and early 1800s. • I can analyze the presidencies of the first seven U.S. presidents to identify their strengths, weaknesses and the ongoing problems within the nation. • I can define nationalism and describe examples of how nationalism spread within the U.S. during the late 18th and early 19th centuries. • I can describe how the earliest presidential elections caused later changes to the electoral process. • I can identify the political parties of the late 18th and early 19th century and explain how many of them changed over time as well as describe many of their important ideas. • I can explain the significance of the War of 1812 and describe how it affected the growing sense of nationalism within the U.S. • I can identify and describe the role of significant politicians within the U.S. who helped to maintain stability or bring about change. <ul style="list-style-type: none"> ○ Henry Clay ○ John C. Calhoun ○ Daniel Webster • I can explain how Henry Clay's American System (economics) impacted the nation in the early part of the 19th century. • I can analyze both Jeffersonian democracy and Jacksonian democracy for similarities and differences. • I can explain why Andrew Jackson is not only regarded as a national hero but also a villain. 	<ul style="list-style-type: none"> • Graphic Organizers, Customizable graphic organizers, Worksheetworks.com website • Question Formulation Technique, Strategy • Analyze an Artifact, Strategy • Inquiry-based Learning, Strategy • Socratic Seminar, Suggestions for Set up Blogpost • How to Run a Socratic Seminar, Blogpost • Socratic Seminar Aids, College of William and Mary • Structured Academic Controversy, Strategy from TeachingHistory.org website • Culturally Responsive Teaching Strategies, The Education Alliance at Brown University website • Using Primary Sources, Library of Congress website • Teaching Primary and Secondary Sources, George W. Bush Presidential Library • Claim, Evidence and Reasoning, Teaching Arguments Prezi • Claims, Reasons and Evidence Graphic Organizer, Instructions for use • Discovering Alexander Hamilton: Lesson, PBS Learning Media • Hamilton's Bank: Activity, PBS Learning Media • Jacksonian America, Lesson Plan from teachingushistory.org Website • Resource Materials: McCulloch v. Maryland, National Archives and PBS Learning Media • Spirit of Nationalism: Timeline, PBS Learning Media • Spirit of Nationalism: Activities, PBS Learning Media • Teaching Guide: Exploring the Life and Work of Henry Clay • Henry Clay: Colonel Tarleton's Visit (dramatic monologue), PBS Learning Media • Primary Source Set: Henry Clay the Great Compromiser, PBS Learning Media • The First American West, Webpage • Primary Source Set: Jacksonian Democracy?, PBS Learning Media • Teaching Guide: Exploring Jacksonian Democracy, PBS Learning Media 	<ul style="list-style-type: none"> • John Adams 60,-Second President, PBS Learning Media • Thomas Jefferson, 60-Second Presidents, PBS Learning Media • James Madison, 60-Second Presidents, PBS Learning Media • James Monroe, 60-Second Presidents, PBS Learning Media • The Market Revolution, Crash Course U.S. History Video • Great Performances: "Hamilton's America", PBS Learning Media • American Experience: Alexander Hamilton's Rise to Power, PBS Learning Media • John Quincy Adams, 60-Second Presidents, PBS Learning Media • Andrew Jackson, 60-Second Presidents, PBS Learning Media • The Market Revolution, Crash Course U.S. History Video • Where US Politics Came From, Crash Course U.S. History Video • Political Parties of the 1800s, Website • The War of 1812, Crash Course U.S. History Video • Henry Clay, U.S. congress Website • Henry Clay, History Website • John C. Calhoun, History Website • Daniel Webster, History Website • Thomas Jefferson & His Democracy, Crash Course U.S. History Video • Jeffersonian Democracy, ushistory.org Website • Jacksonian Democracy, ushistory.org Website • The Rise of the Common Man, ushistory.org Website • The Age of Jackson, USHistory.org Website • Age of Jackson, Crash course U.S. History Video • Andrew Jackson Good, Evil & the Presidency, PBS Documentary Video

7th Grade – Social Studies



THE DIOCESE
of ALEXANDRIA

Unit 3

A Nation Coming Apart (1803-1860)

Compelling Question:

How have Native Americans and American immigrants influenced our country?

Assessments:

- Ongoing teacher-created formative assessments
- Teacher-created summative assessments

Duration: 9 weeks

Topic 1: Westward Expansion

Suggested Duration: 3 Weeks

SUPPORTING QUESTION(S):

- How did the U.S. expand geographically?
- How did the Louisiana Purchase affect the growth of the United States?
- What was the reasoning behind westward expansion?
- What effect did westward expansion have on the institution of slavery?
- How did the growth of the United States impact Native Americans?

VOCABULARY:

Louisiana Purchase, Monroe Doctrine, Erie Canal, Trail of Tears, mountain men, Oregon Trail, Santa Fe Trail, Mormons, impresarios, The Alamo, Battle of San Jacinto, Californians, Bear Flag Revolt, Treaty of Guadalupe Hidalgo, Texas Annexation, Manifest Destiny, Mexican-American War, California Gold Rush, Gadsden Purchase, Donner party, prospect, placer miners, Forty-niner, Mexican Cession, annexation, Texas War for Independence, Mexicanos, cowboy, vaquero.

DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:

SS-07-1.1.2 Students will describe and give examples to support how democratic government in the United States prior to Reconstruction functioned to preserve and protect the rights (e.g., voting), liberty and property of their citizens by making, enacting and enforcing appropriate rules and laws (e.g., constitutions, laws, statutes). DOK 3

SS-07-1.3.1 Students will explain and give examples of how significant United States documents (Declaration of Independence, Constitution, Bill of Rights) established democratic principles and guaranteed certain rights for all citizens. DOK 2

SS-07-2.3.1 Students will explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred among individuals and groups in the United States prior to Reconstruction. DOK 2

SS-07-2.3.2 Students will explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in the United States prior to Reconstruction. DOK 2

SS-07-3.3.1 Students will explain how in the United States prior to Reconstruction, the prices of goods and services were determined by supply and demand. DOK 2

SS-07-3.4.1 Students will explain ways in which the basic economic questions about the production, distribution and consumption of goods and services were addressed in the United States prior to Reconstruction. DOK 2

SS-07-3.4.2 Students will describe how new knowledge, technology/tools and specialization increased productivity in the United States prior to Reconstruction. DOK 2

SS-07-4.2.1 Students will describe how regions in the U.S. prior to Reconstruction were made distinctive by human characteristics (e.g., dams, roads, urban centers) and physical characteristics (e.g., mountains, bodies of water) that created advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement). DOK 2

SS-07-4.2.2 Students will describe how places and regions in United States history prior to Reconstruction changed over time as technologies, resources and knowledge became available.

SS-07-4.3.1 Students will describe patterns of human settlement in the United States prior to Reconstruction and explain how these patterns were influenced by human needs. DOK 2

SS-07-4.3.2 Students will explain why and give examples of how human populations changed and/or migrated because of factors such as war, disease, economic opportunity and technology in the United States prior to Reconstruction. DOK 3

SS-07-5.2.3 Students will explain how the growth of democracy and geographic expansion occurred and were significant to the development of the United States prior to Reconstruction. DOK 3

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> • I can define term and then explain the idea behind <i>Manifest Destiny</i> (08-2.1.1; 08-3.1.1; 08-4.1.1; 08-5.1.1; 08-5.1.2; 08-5.2.3). • I can describe why westward expansion of the U.S. was so important for the nation (08-2.1.1; 08-2.3.1; 08-2.3.2; 08-3.1.1; 08-4.1.1; 08-4.3.1; 08-4.3.2; 08-5.1.1; 08-5.1.2; 08-5.2.3). • I can describe the impact made to the growth of the U.S. by each of the following (08-1.1.1; 08-1.1.2; 08-2.1.1; 08-2.3.1; 08-2.3.2; 08-3.1.1; 08-4.1.1; 08-4.3.1; 08-4.3.2; 08-5.1.1; 08-5.1.2; 08-5.2.3): <ul style="list-style-type: none"> ○ Louisiana Purchase ○ Texas Annexation ○ Mexican Cession ○ Oregon Territory ○ Gadsden Purchase • I can explain why Americans were motivated to move and settle out west (08-1.1.1; 08-1.1.2; 08-2.1.1; 08-2.3.1; 08-2.3.2; 08-3.1.1; 08-3.2.1; 08-3.4.1; 08-3.4.2; 08-4.1.1; 08-4.2.1; 08-4.2.2; 08-5.1.1; 08-5.1.2; 08-5.2.3). • I can describe how westward migration affected the Native American population in the U.S. (08-2.1.1; 08-2.3.1; 08-2.3.2; 08-3.1.1; 08-4.1.1; 08-5.1.1; 08-5.1.2). • I can explain what new occupations, industries, and opportunities developed as a result of these new western areas (08-2.3.1; 08-2.3.2; 08-3.2.1; 08-3.3.1; 08-3.4.1; 08-3.4.2; 08-4.2.1; 08-4.2.2; 08-4.3.2; 08-5.1.2; 08-5.2.3). 	<ul style="list-style-type: none"> • Graphic Organizers, Customizable graphic organizers, Worksheetworks.com website • Inquiry-based Learning, Strategy • Question Formulation Technique, Strategy • Analyze an Artifact, Strategy • Socratic Seminar, Suggestions for Set up Blogpost • Socratic Seminar, Suggestions and ideas Blogpost • How to Run a Socratic Seminar, Blogpost • Socratic Seminar Aids, College of William and Mary • Claim, Evidence and Reasoning, Teaching Arguments Prezi • Claims, Reasons and Evidence Graphic Organizer, Instructions for use • Structured Academic Controversy, Strategy from TeachingHistory.org website • Westward Expansion 1790-1850 Interactive Map, PBS Learning Media • US Westward Expansion Photograph, PBS Learning Media • Westward Expansion: A Systems Approach, PBS Learning Media • Lesson: Extranjeros and Expansion, PBS Learning Media • Library of Congress- Media Gallery: Westward Expansion, PBS Learning Media • Manifest Destiny and the Power of Perspectives, PBS Learning Media • American Experience: The Donner Party, Documentary, PBS Learning Media • Primary Source Set: Manifest Destiny, PBS Learning Media • Teaching Guide: Exploring Manifest Destiny, PBS Learning Media 	<ul style="list-style-type: none"> • Examining the Exploration of the Americas- Teaching Guide PBS Learning Media • The War of 1812: Westward Expansion, PBS Learning Media • Westward Expansion: Encounters at a Cultural Crossroads, Library of Congress Website • War and Expansion, Crash Course US History Video on YouTube • Westward Expansion, Crash course U.S. History Video on YouTube • Interactive Journey”, National Geographic Website • The Journals of the Lewis and Clark Expedition, Center for Digital Research in the Humanities • Thomas Jefferson, 60-Second Presidents, PBS Learning Media • James Madison, 60-Second Presidents, PBS Learning Media • James Monroe, 60-Second Presidents, PBS Learning Media • John Quincy Adams, 60-Second Presidents, PBS Learning Media • Andrew Jackson, 60-Second Presidents, PBS Learning Media • James K. Polk, 60-Second Presidents, PBS learning Media • Tippecanoe and Tyler Too Song, They Might Be Giants, Music Video on YouTube • James K. Polk Song, They Might Be Giants, Music Video on YouTube • The Gadsden Purchase Skit, Late Night with Jimmy Fallon on YouTube • Manifest Destiny: an ideal or justification?, PBS Learning Media • Lesson: The Life of Ely Parker, PBS Learning Media

Topic 2: Social Reforms and the Industrial Revolution**Suggested Duration: 2 Weeks****SUPPORTING QUESTION(S):**

Why do some in society dedicate their lives to helping others?

What was so revolutionary about industrialization?

How did advances in technology impact different levels of society?

VOCABULARY:

Second Great Awakening, reform, transcendentalism, prison reform, education reform, abolition, Seneca Falls Convention, Declaration of Sentiments, Mormons, Chinese, suffrage, immigration, cotton gin, cotton belt, Nat Turner's Rebellion, John Brown's Raid on Harper's Ferry, railroads, Steam Engine, Industrial Revolution, textiles, technology, interchangeable parts, entrepreneurship, Lowell System, trade union, strikes, concrete, telegraph, reaper, Morse Code, Transcontinental railroad, agrarians, plantation, industrialists, mass produced

DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:

SS-07-1.1.2 Students will describe and give examples to support how democratic government in the United States prior to Reconstruction functioned to preserve and protect the rights (e.g., voting), liberty and property of their citizens by making, enacting and enforcing appropriate rules and laws (e.g., constitutions, laws, statutes). DOK 3

SS-07-1.3.1 Students will explain and give examples of how significant United States documents (Declaration of Independence, Constitution, Bill of Rights) established democratic principles and guaranteed certain rights for all citizens. DOK 2

SS-07-1.3.2 Students will explain and give examples of how, in order for the U.S. government to function as a democracy, citizens must assume responsibilities (e.g., participating in community activities, voting in elections) and duties (e.g., obeying the law, paying taxes, serving on a jury, registering for the military). DOK 2

SS-07-2.3.1 Students will explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred among individuals and groups in the United States prior to Reconstruction. DOK 2

SS-07-2.3.2 Students will explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in the United States prior to Reconstruction. DOK 2

SS-07-3.2.1 Students will describe the economic system that developed in the United States prior to Reconstruction. DOK 2

SS-07-3.3.1 Students will explain how in the United States prior to Reconstruction, the prices of goods and services were determined by supply and demand. DOK 2

SS-07-3.4.1 Students will explain ways in which the basic economic questions about the production, distribution and consumption of goods and services were addressed in the United States prior to Reconstruction. DOK 2

SS-07-3.4.2 Students will describe how new knowledge, technology/tools and specialization increased productivity in the United States prior to Reconstruction. DOK 2

SS-07-4.2.2 Students will describe how places and regions in United States history prior to Reconstruction changed over time as technologies, resources and knowledge became available.

SS-07-4.3.2 Students will explain why and give examples of how human populations changed and/or migrated because of factors such as war, disease, economic opportunity and technology in the United States prior to Reconstruction. DOK 3

SS-08-5.2.2 Students will explain and give examples of how the ideals of equality and personal liberty (rise of individual rights, economic freedom, religious diversity) that developed during the colonial period, were motivations for the American Revolution and proved instrumental in the development of a new nation. DOK 3

SS-08-5.2.3 Students will explain how the growth of democracy and geographic expansion occurred and were significant to the development of the United States prior to Reconstruction. DOK 3

SS-08-5.2.4 Students will describe the political, social, economic and cultural differences (e.g., slavery, tariffs, industrialism vs. agrarianism, federal vs. states' rights) among sections of the U.S. and explain how these differences resulted in the American Civil War. DOK 3

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> I can explain why they settled in what is now the United States. (EP-2.1.2) I can discuss the importance of Ellis Island and the Statue of Liberty to immigration from 1892-1954. (EP-2.1.2) I can describe reasons why immigration continues today. I can describe the contributions of immigrants to the United States throughout history. (EP-2.1.2) 	<ul style="list-style-type: none"> Question Formulation Technique, Strategy Analyze an Artifact, Strategy Inquiry-based Learning, Strategy Socratic Seminar, Suggestions for Set up Blogpost Socratic Seminar, Suggestions and ideas Blogpost How to Run a Socratic Seminar, Blogpost Socratic Seminar Aids, College of William and Mary Claim, Evidence and Reasoning, Teaching Arguments Prezi Claims, Reasons and Evidence Graphic Organizer, Instructions for use Culturally Responsive Teaching Strategies, The Education Alliance at Brown University website Structured Academic Controversy, Strategy from TeachingHistory.org website Teaching Guide: Exploring American Abolitionism, PBS Learning Media Primary Source Set: The American Abolitionist Movement, PBS Learning Media 	<ul style="list-style-type: none"> Reform Movements in 19th Century America, pdf 19th Century Reforms, Crash course U.S. History Video on YouTube Second Great Awakening, Website, Teach US History.org The Second Great Awakening, Website for Gilder Lehrman Institute of American History Lesson: Henry David Thoreau, Author, Philosopher and Abolitionist, PBS Learning Media The Industrial Revolution, Crash Course World History Video on YouTube The Industrial Revolution in the United States, PBS Learning Media Rolling Mill: Industrial Revolution, PBS Learning Media Spinning Jenny: Industrial Revolution, PBS Learning Media Cotton Gin: The African Americans, PBS learning Media American Experience: The Abolitionists, PBS Learning Media Not For Ourselves Alone: Seneca Falls, NY, PBS Learning Media Teaching Guide: Exploring Women of the Antebellum Reform Movement, PBS Learning Media Primary Source Set: Women of the Antebellum Reform Movement, PBS Learning Media

Topic 3: The Courage of African Americans**Suggested Duration: 1 Week****SUPPORTING QUESTION(S):**

How and why does culture survive in a marginalized group?
What was life like for African Americans in the 1800s?
What was the Underground Railroad?

VOCABULARY:

racism, discrimination, segregation, chattel slavery, living conditions, abolition, Underground Railroad, Nat Turner's Rebellion, oppression

DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:

SS-07-1.1.2 Students will describe and give examples to support how democratic government in the United States prior to Reconstruction functioned to preserve and protect the rights (e.g., voting), liberty and property of their citizens by making, enacting and enforcing appropriate rules and laws (e.g., constitutions, laws, statutes). DOK 3

SS-07-1.1.3 Students will describe and give examples of the ways the Constitution of the United States is a document that can be changed from time to time through both formal and informal processes (e.g., amendments, court cases, executive actions) to meet the needs of its citizens. DOK 2

SS-07-1.3.1 Students will explain and give examples of how significant United States documents (Declaration of Independence, Constitution, Bill of Rights) established democratic principles and guaranteed certain rights for all citizens. DOK 2

SS-07-1.3.2 Students will explain and give examples of how, in order for the U.S. government to function as a democracy, citizens must assume responsibilities (e.g., participating in community activities, voting in elections) and duties (e.g., obeying the law, paying taxes, serving on a jury, registering for the military). DOK 2

SS-07-2.3.1 Students will explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred among individuals and groups in the United States prior to Reconstruction. DOK 2

SS-07-2.3.2 Students will explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in the United States prior to Reconstruction. DOK 2

SS-07-3.3.1 Students will explain how in the United States prior to Reconstruction, the prices of goods and services were determined by supply and demand. DOK 2

SS-07-3.4.1 Students will explain ways in which the basic economic questions about the production, distribution, and consumption of goods and services were addressed in the United States prior to Reconstruction. DOK 2

SS-07-4.2.1 Students will describe how regions in the U.S. prior to Reconstruction were made distinctive by human characteristics (e.g., dams, roads, urban centers) and physical characteristics (e.g., mountains, bodies of water) that created advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement). DOK 2

SS-07-4.3.2 Students will explain why and give examples of how human populations changed and/or migrated because of factors such as war, disease, economic opportunity, and technology in the United States prior to Reconstruction. DOK 3

SS-07-5.2.2 Students will explain and give examples of how the ideals of equality and personal liberty (rise of individual rights, economic freedom, religious diversity) that developed during the colonial period, were motivations for the American Revolution and proved instrumental in the development of a new nation. DOK 3

SS-07-5.2.4 Students will describe the political, social, economic, and cultural differences (e.g., slavery, tariffs, industrialism vs. agrarianism, federal vs. states' rights) among sections of the U.S. and explain how these differences resulted in the American Civil War. DOK 3

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> I can describe the living conditions and realities that many African Americans faced in the North and South (08-1.1.2; 08-1.3.1; 08-1.3.2; 08-2.1.1; 08-5.1.1; 08-5.1.2; 08-5.2.2; 08-5.2.4). I can compare and contrast the similarities and differences experienced by African Americans in the North and South (08-1.1.2; 08-1.3.1; 08-1.3.2; 08-2.1.1; 08-5.1.1; 08-5.1.2; 08-5.2.2; 08-5.2.4). I can identify and describe different responses by African Americans and other Americans to the institution of slavery (08-1.1.2; 08-1.1.3; 08-1.3.1; 08-1.3.2; 08-2.1.1; 08-5.1.1; 08-5.1.2; 08-5.2.2; 08-5.2.4). 	<ul style="list-style-type: none"> Using Primary Sources, Library of Congress website Teaching Primary and Secondary Sources, George W. Bush Presidential Library Socratic Seminar, Suggestions for Set up Blogpost Socratic Seminar, Suggestions and ideas Blogpost How to Run a Socratic Seminar, Blogpost Socratic Seminar Aids, College of William and Mary Culturally Responsive Teaching Strategies, The Education Alliance at Brown University website Primary Source Set: The Underground Railroad and the Fugitive Slave Act of 1850, PBS Learning Media Teaching Guide: Exploring the Underground Railroad and Fugitive Slave Act, PBS Learning Media Primary Source Set: "Uncle Tom's Cabin" by Harriet Beecher Stowe, PBS Learning Media Teaching Guide: Exploring "Uncle Tom's Cabin", PBS Learning Media Lesson: Frederick Douglas Editor, Orator and Abolitionist, PBS Learning Media Frederick Douglass, Primary Source Documents, Teaching American History.org Website 	<ul style="list-style-type: none"> "Africans in America, Judgment Day, Part 4: 1831-1865", PBS Teacher's Resource Bank Frederick Douglass: The African Americans, PBS Learning Media Nat Turner's Rebellion: The African Americans, PBS Learning Media Fugitive Slave Act: The African Americans Lesson: Harriet Tubman Abolition Activist, PBS Learning Media Images of African Americans, PBS Learning Media Resource Materials: Dred Scott v. Sandford, National Archives and PBS Learning Media Primary Source Set: Incidents in the Life of a Slave Girl by Harriet Jacobs, PBS Learning Media Teaching Guide: Exploring Incidents in the Life of a Slave Girl, PBS Learning Media Lesson Plans: Underground Railroad, the William Still Story, PBS Learning Media Essay: Underground Railroad Terminology, PBS Learning Media

Topic 4: SECTIONALISM**Suggested Duration: 2 Weeks****SUPPORTING QUESTION(S):**

How did many in the U.S. try to resolve the issue of slavery?

Why did conflict arise among different sections within the U.S.?

What defined life for the southerners in the South?

What defined life for the northerners in the North?

How did some Americans try to prevent war and prompt reconciliation?

How did some Americans try to prevent war and prompt separation?

VOCABULARY:

immigration, cotton gin, cotton belt, railroads, Steam Engine, Industrial Revolution, textiles, interchangeable parts, entrepreneurship, Lowell System, trade union, telegraph, reaper, Morse Code, agrarians, plantation, industrialists, mass production cotton brokers, Tredegar Iron Works, yeomen, folktales, spirituals, popular sovereignty, sectionalism, Free-Soil Party, freesoiler, Republican Party, John Brown's raid on Harper's Ferry

DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:

SS-07-1.1.2 Students will describe and give examples to support how democratic government in the United States prior to Reconstruction functioned to preserve and protect the rights (e.g., voting), liberty and property of their citizens by making, enacting and enforcing appropriate rules and laws (e.g., constitutions, laws, statutes). DOK 3

SS-07-1.1.3 Students will describe and give examples of the ways the Constitution of the United States is a document that can be changed from time to time through both formal and informal processes (e.g., amendments, court cases, executive actions) to meet the needs of its citizens. DOK 2

SS-07-1.2.2 Students will explain the reasons why the powers of the state and national/federal governments are sometimes shared and sometimes separate (federalism) and give examples of shared and separate powers. DOK 2

SS-07-1.3.1 Students will explain and give examples of how significant United States documents (Declaration of Independence, Constitution, Bill of Rights) established democratic principles and guaranteed certain rights for all citizens. DOK 2

SS-07-1.3.2 Students will explain and give examples of how, in order for the U.S. government to function as a democracy, citizens must assume responsibilities (e.g., participating in community activities, voting in elections) and duties (e.g., obeying the law, paying taxes, serving on a jury, registering for the military). DOK 2

SS-07-2.3.1 Students will explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred among individuals and groups in the United States prior to Reconstruction. DOK 2

SS-07-2.3.2 Students will explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in the United States prior to Reconstruction. DOK 2

SS-07-3.2.1 Students will describe the economic system that developed in the United States prior to Reconstruction. DOK 2

SS-07-3.3.1 Students will explain how in the United States prior to Reconstruction, the prices of goods and services were determined by supply and demand. DOK 2

SS-07-3.4.1 Students will explain ways in which the basic economic questions about the production, distribution, and consumption of goods and services were addressed in the United States prior to Reconstruction. DOK 2

SS-07-3.4.2 Students will describe how new knowledge, technology/tools and specialization increased productivity in the United States prior to Reconstruction. DOK 2

SS-07-3.4.3 Students will explain how personal, national, and international economic activities were interdependent in the United States prior to Reconstruction. DOK 2

SS-07-4.2.1 Students will describe how regions in the U.S. prior to Reconstruction were made distinctive by human characteristics (e.g., dams, roads, urban centers) and physical characteristics (e.g., mountains, bodies of water) that created advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement). DOK 2

SS-07-4.2.2 Students will describe how places and regions in United States history prior to Reconstruction changed over time as technologies, resources and knowledge became available. DOK 2

SS-07-4.3.1 Students will describe patterns of human settlement in the United States prior to Reconstruction and explain how these patterns were influenced by human needs. DOK 2

SS-07-4.3.2 Students will explain why and give examples of how human populations changed and/or migrated because of factors such as war, disease, economic opportunity, and technology in the United States prior to Reconstruction. DOK 3

SS-07-5.2.2 Students will explain and give examples of how the ideals of equality and personal liberty (rise of individual rights, economic freedom, religious diversity) that developed during the colonial period, were motivations for the American Revolution and proved instrumental in the development of a new nation. DOK 3

SS-07-5.2.3 Students will explain how the growth of democracy and geographic expansion occurred and were significant to the development of the United States prior to Reconstruction. DOK 3

SS-07-5.2.4 Students will describe the political, social, economic, and cultural differences (e.g., slavery, tariffs, industrialism vs. agrarianism, federal vs. states' rights) among sections of the U.S. and explain how these differences resulted in the American Civil War. DOK 3

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> I can cite various agreements, treaties, and compromises that helped keep the U.S. intact including Henry Clay's American System (08-1.1.2;08-1.1.3; 08- 1.2.2; 08-1.3.1; 08-1.3.2; 08-2.3.1; 08-2.3.2; 08-5.1.1; 08-5.2.1; 08-5.2.3; 08-5.2.4). I can describe the long-term effects on the nation that many of the agreements, treaties, and compromises had which kept the U.S. intact and avoided war (08-1.1.2; 08-1.1.3; 08- 1.2.2; 08-1.3.1;08-1.3.2; 08-2.3.1; 08-2.3.2; 08-5.1.1; 08-5.2.1; 08-5.2.3; 08-5.2.4). I can explain the conflicting ideas between nationalism and sectionalism. I can describe the different stances of many Southerners in regards to the Constitution and the institution of slavery (08-1.1.1; 08-1.1.2; 08-1.2.2; 08-1.3.1; 08-1.3.2; 08-2.1.1; 08-2.3.1; 08-2.3.2; 08- 5.1.1; 08-5.1.2; 08-5.2.4). I can describe the different stances of many Northerners in regards to the Constitution and the institution of slavery (08-1.1.1; 08-1.1.2; 08-1.2.2; 08-1.3.1; 08-1.3.2; 08-2.1.1; 08-2.3.1; 08-2.3.2; 08- 5.1.1; 08-5.1.2; 08-5.2.4). I can explain how differences in the scarcity of resources, transportation, and technological advances in the North and South defined the economic system in the United States (08-2.1.1; 08- 2.3.1; 08-2.3.2; 08-3.1.1; 08-3.2.1; 08-3.3.1; 08-3.4.1; 08-3.4.2; 08-3.4.3; 08-4.1.1; 08-4.2.1; 08-4.2.2; 08- 4.3.2; 08-5.1.1; 08-5.1.2; 08-5.2.4). I can describe the impact of economic developments on different social groups (08-2.1.1; 08-2.3.1; 08- 2.3.2; 08-3.1.1; 08-3.2.1; 08-3.3.1; 08-3.4.1; 08-3.4.2; 08-3.4.3; 08-4.1.1; 08-4.2.1; 08-4.2.2; 08-4.3.2; 08-5.1.1; 08-5.1.2; 08-5.2.4). 	<ul style="list-style-type: none"> Question Formulation Technique, Strategy Graphic Organizers, Customizable graphic organizers,Worksheetworks.com website Socratic Seminar, Suggestions for Set up Blogpost Socratic Seminar, Suggestions and ideas Blogpost How to Run a Socratic Seminar, Blogpost Socratic Seminar Aids, College of William and Mary Culturally Responsive Teaching Strategies, The Education Alliance at Brown University website Overview of the Pre-Civil War Era, Website, Digital History North and South: Different Cultures, Same Country, Essay, Civil War Trust Overview of the Civil War, Website, Digital History Primary Source Set: Henry Clay the Great Compromiser, PBS Learning Media Teaching Guide: Exploring the Life and Work of Henry Clay, PBS Learning Media Resource Materials: Missouri Compromise, National Archives and PBS Learning Media Resource Materials: Compromise of 1850, National Archives and PBS learning Media Wilmot Proviso, Website for Encyclopedia Britannica 	<ul style="list-style-type: none"> Nat Turner's Rebellion: The African Americans, PBS Learning Media Fugitive Slave Act: The African Americans Primary Source Set: The Underground Railroad and the Fugitive Slave Act of 1850, PBS Learning Media Teaching Guide: Exploring the Underground Railroad and Fugitive Slave Act, PBS Learning Media Primary Source Set: "Uncle Tom's Cabin" by Harriet Beecher Stowe, PBS Learning Media Teaching Guide: Exploring "Uncle Tom's Cabin", PBS Resource Materials: Kansas-Nebraska Act, Library of Congress and PBS learning Media Primary Source Activity: Popular Sovereignty, PBS Learning Media Primary Source Activity: Popular Sovereignty and the Kansas-Nebraska Act, PBS Learning Media Resource Materials: Dred Scott v. Sandford, National Archives and PBS Learning Media Primary Sources: The Lincoln-Douglas Debates, Website, Lincoln-Douglas Debates Digital Classroom Lesson: John Brown's Raid on Harper's Ferry, Website, Civil War Trust Primary Sources: John Brown, Website, Civil War Trust Election of 1860, Crash Course U.S. History Video on YouTube

7th Grade – Social Studies



THE DIOCESE
of ALEXANDRIA

Unit 4

ECONOMICS

Compelling Question:

Assessments:

- Ongoing teacher-created formative assessments
- Teacher-created summative assessments

Duration: 9 weeks

Topic 1: GOODS AND SERVICES

Suggested Duration: 9 Weeks

SUPPORTING QUESTION(S):

Was the Civil War unavoidable?
How did the conflict over slavery affect the growth of the U.S.?
How did the conflict over slavery affect the health of the U.S.?
Why did the southern states decide to secede from the union?
Was Southern secession constitutional?
Was the Emancipation Proclamation constitutional?
What did the Emancipation Proclamation actually do?
How did changes in the war impact changes in society?
How was the issue of slavery resolved?

VOCABULARY:

Civil War, civil, rebel, rebellion, reconciliation, division, Underground Railroad, secede, secession, sectionalism, Kansas-Nebraska Act, Missouri Compromise, Compromise of 1850, *Uncle Tom's Cabin*, Dred Scott Case, Lincoln-Douglas Debates, confederacy, union, Fort Sumter, border states, Battle of Gettysburg, Gettysburg Address, Battle of Antietam, ironclads, Sherman's March to the Sea, Emancipation Proclamation, Clara Barton, Appomattox Courthouse, Wilmot Proviso, Compromise of 1850, Fugitive Slave Act, copperhead, habeas corpus, *Merrimac*, *Monitor*, Vicksburg, Massachusetts 54th Regiment, 13th, 14th and 15th amendments.

DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:

SS-07-1.1.2 Students will describe and give examples to support how democratic government in the United States prior to Reconstruction functioned to preserve and protect the rights (e.g., voting), liberty and property of their citizens by making, enacting and enforcing appropriate rules and laws (e.g., constitutions, laws, statutes). DOK 3

SS-07-1.1.3 Students will describe and give examples of the ways the Constitution of the United States is a document that can be changed from time to time through both formal and informal processes (e.g., amendments, court cases, executive actions) to meet the needs of its citizens. DOK 2

SS-07-1.2.1 Students will identify the three branches of government, describe their functions and analyze and give examples of the ways the U.S. Constitution separates power among the legislative, executive and judicial branches to prevent the concentration of political power and to establish a system of checks and balances. DOK 2

SS-07-1.2.2 Students will explain the reasons why the powers of the state and national/federal governments are sometimes shared and sometimes separate (federalism) and give examples of shared and separate powers. DOK 2

SS-07-1.3.1 Students will explain and give examples of how significant United States documents (Declaration of Independence, Constitution, Bill of Rights) established democratic principles and guaranteed certain rights for all citizens. DOK 2

SS-07-1.3.2 Students will explain and give examples of how, in order for the U.S. government to function as a democracy, citizens must assume responsibilities (e.g., participating in community activities, voting in elections) and duties (e.g., obeying the law, paying taxes, serving on a jury, registering for the military). DOK 2

SS-07-2.3.1 Students will explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred among individuals and groups in the United States prior to Reconstruction. DOK 2

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SS-07-5.2.4 Students will describe the political, social, economic, and cultural differences (e.g., slavery, tariffs, industrialism vs. agrarianism, federal vs. states' rights) among sections of the U.S. and explain how these differences resulted in the American Civil War. DOK 3

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> ● I can summarize the critical developments leading to the Civil War (08-1.1.2; 08-1.1.3; 08-1.2.2; 08- 1.3.1; 08-1.3.2; 08-2.1.1; 08-2.3.1; 08-2.3.2; 08- 3.1.1; 08-3.2.1; 08-3.3.1; 08-3.4.1; 08-3.4.2; 08- 4.1.1; 08-4.2.1; 08-4.2.2; 08-4.3.1; 08-4.3.2; 08- 5.1.1; 08-5.1.2; 08-5.2.3; 08-5.2.4): <ul style="list-style-type: none"> ○ Missouri Compromise (1820) ○ South Carolina Nullification Crisis (1832-1833) ○ Wilmot Proviso (1846) ○ Compromise of 1850 ○ the publication of <i>Uncle Tom’s Cabin</i> (1851- 1852) ○ Kansas-Nebraska Act (1854) ○ Dred Scott Supreme Court case (1857) ○ Lincoln-Douglas debates (1858) ○ John Brown’s raid on Harper’s Ferry (1859) ○ the election of 1860 ● I can identify Union and Confederate States at the outbreak of the war on a map of the U.S. (08- 4.1.1; 08-5.2.4). ● I can explain the strengths and weaknesses of the Union and the Confederacy going into the Civil War (08-2.3.1; 08-2.3.2; 08-3.1.1; 08-4.1.1; 08- 4.2.1; 08-4.2.2; 08-5.1.1; 08-5.1.2; 08-5.2.4). ● I can analyze Abraham Lincoln’s presidency for strengths and weaknesses of his leadership (08- 1.1.1; 08-1.1.2; 08-1.1.3; 08-1.2.1; 08-1.2.2; 08- 1.3.1; 08-1.3.2; 08- 5.1.1; 08-5.1.2; 08-5.2.4). 	<ul style="list-style-type: none"> ● Overview of the Civil War, Website, Digital History ● Primary Source Set: Henry Clay the Great Compromiser, PBS Learning Media ● Teaching Guide: Exploring the Life and Work of Henry Clay, PBS Learning Media ● Resource Materials: Missouri Compromise, National Archives and PBS Learning Media ● Resource Materials: Compromise of 1850, National Archives and PBS learning Media ● Wilmot Proviso, Website for Encyclopedia Britannica ● Nat Turner’s Rebellion: The African Americans, PBS Learning Media ● Fugitive Slave Act: The African Americans ● Primary Source Set: The Underground Railroad and the Fugitive Slave Act of 1850, PBS Learning Media ● Teaching Guide: Exploring the Underground Railroad and Fugitive Slave Act, PBS Learning Media ● Primary Source Set: "Uncle Tom's Cabin" by Harriet Beecher Stowe, PBS Learning Media ● Teaching Guide: Exploring "Uncle Tom's Cabin", PBS Learning Media ● Resource Materials: Kansas-Nebraska Act, Library of Congress and PBS learning Media ● Primary Source Activity: Popular Sovereignty, PBS Learning Media ● Primary Source Activity: Popular Sovereignty and the Kansas-Nebraska Act, PBS Learning Media 	<ul style="list-style-type: none"> ● Resource Materials: Dred Scott v. Sandford, National Archives and PBS Learning Media ● Primary Sources: The Lincoln-Douglas Debates, Website, Lincoln-Douglas Debates Digital Classroom ● Lesson: John Brown's Raid on Harper's Ferry, Website, Civil War Trust ● Primary Sources: John Brown, Website, Civil War Trust ● Election of 1860, Crash Course U.S. History Video on YouTube ● Primary Source Sets: Secession of the Southern States PBS Learning Media ● Teaching Guide: Exploring the Secession of the Southern States, PBS Learning Media ● Teaching the Civil War, PBS Learning Media ● Mercy Street: A Civil War Series, PBS Learning Media ● The Civil War's Causes, PBS Learning Media ● Primary Source Set: Frederick Douglass and Abraham Lincoln, PBS Learning Media ● Teaching Guide: Exploring the Politics of Frederick Douglass and Abraham Lincoln, PBS Learning Media ● Primary Source Set: Northern Draft Riots During the Civil War, PBS Learning Media ● Teaching Guide: Exploring the Northern Draft Riots, PBS Learning Media ● Primary Source Set: Women in the Civil War, PBS Learning Media ● Teaching Guide: Exploring Women in the Civil War, PBS Learning Media ● The Emancipation Proclamation, Website of National Archives ● Teaching with Documents: "The Civil War as Photographed by Matthew Brady", Website of National Archives ● Civil War, Part 1, Crash Course U.S. History Video on YouTube ● Civil War, Part 2, Crash Course U.S. History Video on YouTube ● Battles of the Civil War, Crash Course U.S. History Video on YouTube

- I can explain the significance of the Emancipation Proclamation of 1863, what it did do and what it didn't do (08-1.1.1; 08-1.1.2; 08-1.1.3; 08-1.2.1; 08-1.2.2; 08-1.3.1; 08-1.3.2; 08-5.1.1; 08-5.1.2; 08-5.2.4). I can describe Lincoln's personal views on slavery before and during his presidency (08-2.1.1; 08-2.3.1; 08-2.3.2; 08-5.1.1; 08-5.1.2).
- I can analyze the impact of the roles/strategies/policies of various Civil War leaders (08-1.1.1; 08-1.1.2; 08-1.2.1; 08-1.3.1; 08-1.3.2; 08-2.3.1; 08-2.3.2; 08-3.1.1; 08-3.3.1; 08-3.4.1; 08-4.1.1; 08-4.2.1; 08-5.1.1; 08-5.1.2).
- I can identify and explain important Civil War battles, events and developments (08-1.1.1; 08-1.1.2; 08-1.2.1; 08-1.3.1; 08-1.3.2; 08-2.3.1; 08-2.3.2; 08-3.1.1; 08-3.3.1; 08-3.4.1; 08-4.1.1; 08-4.2.1; 08-5.1.1; 08-5.1.2).
- I can explain the consequences of the Civil War for those living in both the North and the South (08-1.1.1; 08-1.1.2; 08-1.2.1; 08-1.3.1; 08-1.3.2; 08-2.3.1; 08-2.3.2; 08-3.1.1; 08-3.3.1; 08-3.4.1; 08-4.1.1; 08-4.2.1; 08-5.1.1; 08-5.1.2).
- I can describe the significance of the 13th, 14th and 15th amendments (08-1.1.1; 08-1.1.2; 08-1.1.3; 08-1.3.1; 08-1.3.2; 08-5.1.1; 08-5.1.2; 08-5.2.2; 08-5.2.4).