



FLOYD COUNTY SCHOOLS' CURRICULUM RESOURCES
"Building a Better Future for Every Child - Every Day!"
Summer 2013

Subject Content: Social Studies (American History) Grade: 8th

Indicates the Curriculum Map

Weeks 1 – 3	Weeks 4 – 6
Unit/Topic Themes of Social Studies	Unit/Topic The Americas
In this section IDENTIFY CORE CONTENT 4.1 Common Core Standards	In this section IDENTIFY CORE CONTENT 4.1 Common Core Standards
<p>SS-08-4.1.1 Students will use a variety of geographic tools (maps, photographs, charts, graphs, databases) to interpret patterns and locations on Earth's surface in United States history prior to Reconstruction.</p> <p>SS-08-1.1.2 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).</p> <p>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.</p> <p>SS-08-4.2.1 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</p>	<p>SS-08-5.1.1 Students will use a variety of tools (e.g., primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in U.S. history prior to Reconstruction.</p> <p>SS-08-5.1.2 Students will explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.</p> <p>SS-08-5.2.1 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.</p> <p>SS-08-2.1.1 Students will explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) defined specific groups in the United States prior to Reconstruction and resulted in unique perspectives.</p>

(e.g., exploration, migration, trade, settlement).

SS-08-1.1.3 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.

SS-08-3.2.1 Students will describe the economic system that developed in the United States prior to Reconstruction.

SS-08-4.2.2 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-08-1.2.1 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.

SS-08-3.4.1 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.

SS-08-4.3.1 Students will describe patterns of human settlement in the United States prior to Reconstruction and explain how these patterns were influenced by human needs.

SS-08-1.3.1 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.

SS-08-4.3.2 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

SS-08-2.3.1 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.

SS-08-2.3.2 Students will explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in the United States prior to Reconstruction.

SS-08-4.1.1 Students will use a variety of geographic tools (maps, photographs, charts, graphs, databases) to interpret patterns and locations on Earth's surface in United States history prior to Reconstruction.

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IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.

Reconstruction.

SS-08-1.3.2 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).

SS-08-2.1.1 Students will explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) defined specific groups in the United States prior to Reconstruction and resulted in unique perspectives.

SS-08-3.1.1 Students will explain and give examples of how scarcity required individuals, groups and the government in the United States prior to Reconstruction to make decisions about how productive resources (natural resources, human resources, capital goods) were used.

SS-08-2.3.1 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.

SS-08-3.3.1 Students will explain how in the United States prior to Reconstruction, the prices of goods and services were determined by supply and demand.

SS-08-2.3.2 Students will explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in the United States prior to Reconstruction.

SS-08-3.4.2 Students will describe how new knowledge, technology/tools and specialization increased productivity in the United States prior to Reconstruction.

SS-08-1.1.1 Students will compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic).

SS-08-3.4.3 Students will explain how personal, national and international economic activities were interdependent in the United States prior to

Reconstruction.

SS-08-1.2.2 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.

SS-08-5.1.1 Students will use a variety of tools (e.g., primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in U.S. history prior to Reconstruction.

SS-08-5.1.2 Students will explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.

SS-08-5.2.1 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.

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.

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.

IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.

CURRICULUM			CURRICULUM		
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>Identify Sub-Topics</p> <p>Geography Culture</p>	<p>Identify Sub-Topics</p> <p>Government Economics</p>	<p>Identify Sub-Topics</p> <p>Historical Perspectives and Tools</p>	<p>Identify Sub-Topics</p> <p>Introduction Hunter/Gatherers</p>	<p>Identify Sub-Topics</p> <p>First Civilizations (Inca, Maya, Aztec)</p>	<p>Identify Sub-Topics</p> <p>Native Americans and Their Environment Kingdoms of West Africa</p>
<p>I CAN STATEMENTS:</p> <p>I can use a variety of geographic tools (maps, photographs, charts, graphs, databases) to interpret patterns and locations on Earth's surface in United States history prior to Reconstruction.</p> <p>I can 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).</p> <p>I can describe how places and regions in United States history prior to Reconstruction changed over time as technologies, resources</p>	<p>I CAN STATEMENTS:</p> <p>I can compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic).</p> <p>I can 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).</p> <p>I can 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)</p>	<p>I CAN STATEMENTS:</p> <p>I can explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.</p> <p>I can 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.</p> <p>I can 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</p>	<p>I CAN STATEMENTS:</p> <p>I can use a variety of tools (e.g., primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in U.S. history prior to Reconstruction.</p> <p>I can explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.</p> <p>I can explain events and conditions that led to the "Great Convergence" of European, African and Native American people</p>	<p>I CAN STATEMENTS:</p> <p>I can use a variety of tools (e.g., primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in U.S. history prior to Reconstruction.</p> <p>I can explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.</p> <p>I can explain events and conditions that led to the "Great Convergence" of European, African and Native American people</p>	<p>I CAN STATEMENTS:</p> <p>I can use a variety of tools (e.g., primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in U.S. history prior to Reconstruction.</p> <p>I can explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.</p> <p>I can 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</p>

<p>and knowledge became available.</p> <p>I can describe patterns of human settlement in the United States prior to Reconstruction and explain how these patterns were influenced by human needs. DOK 2</p> <p>I can 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.</p> <p>I can explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) defined specific groups in the United States prior to Reconstruction and resulted in unique perspectives.</p> <p>I can explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred among individuals and groups in the United States prior to Reconstruction.</p> <p>I can explain how compromise and cooperation were</p>	<p>to meet the needs of its citizens.</p> <p>I can 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.</p> <p>I can 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.</p> <p>I can 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.</p> <p>I can explain and give examples of how, in order for the U.S. government to function</p>	<p>motivations for the American Revolution and proved instrumental in the development of a new nation.</p> <p>I can explain how the growth of democracy and geographic expansion occurred and were significant to the development of the United States prior to Reconstruction.</p> <p>I can describe the political, social, economic and cultural differences (e.g., slavery, tariffs, industrialism vs. agrarianism, and federal vs. states 'rights) among sections of the U.S. and explain how these differences resulted in the American Civil War.</p>	<p>beginning in the late 15th century, and analyze how America's diverse society developed as a result of these events.</p> <p>I can explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) defined specific groups in the United States prior to Reconstruction and resulted in unique perspectives.</p> <p>I can explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred among individuals and groups in the United States prior to Reconstruction.</p> <p>I can explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in the United States prior to Reconstruction.</p> <p>I can use a variety of geographic tools (maps, photographs, charts,</p>	<p>beginning in the late 15th century, and analyze how America's diverse society developed as a result of these events.</p> <p>I can explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) defined specific groups in the United States prior to Reconstruction and resulted in unique perspectives.</p> <p>I can explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred among individuals and groups in the United States prior to Reconstruction.</p> <p>I can explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in the United States prior to Reconstruction.</p> <p>I can use a variety of geographic tools (maps, photographs, charts,</p>	<p>developed as a result of these events.</p> <p>I can explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) defined specific groups in the United States prior to Reconstruction and resulted in unique perspectives.</p> <p>I can explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred among individuals and groups in the United States prior to Reconstruction.</p> <p>I can explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in the United States prior to Reconstruction.</p> <p>I can use a variety of geographic tools (maps, photographs, charts, graphs, databases) to interpret patterns and locations on Earth's surface in United States history prior to Reconstruction.</p> <p>I can describe patterns of human settlement in the</p>
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<p>possible choices to resolve conflict among individuals and groups in the United States prior to Reconstruction.</p>	<p>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).</p> <p>I can explain and give examples of how scarcity required individuals, groups and the government in the United States prior to Reconstruction to make decisions about how productive resources (natural resources, human resources, capital goods) were used.</p> <p>I can describe the economic system that developed in the United States prior to Reconstruction.</p> <p>I can explain how in the United States prior to Reconstruction, the prices of goods and services were determined by supply and demand.</p> <p>I can explain ways in which the basic economic questions about the production, distribution and consumption of goods and services were</p>		<p>graphs, databases) to interpret patterns and locations on Earth’s surface in United States history prior to Reconstruction.</p> <p>I can describe patterns of human settlement in the United States prior to Reconstruction and explain how these patterns were influenced by human needs.</p> <p>I can 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.</p>	<p>graphs, databases) to interpret patterns and locations on Earth’s surface in United States history prior to Reconstruction.</p> <p>I can describe patterns of human settlement in the United States prior to Reconstruction and explain how these patterns were influenced by human needs.</p> <p>I can 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.</p>	<p>United States prior to Reconstruction and explain how these patterns were influenced by human needs.</p> <p>I can 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.</p>
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	<p>addressed in the United States prior to Reconstruction.</p> <p>I can describe how new knowledge, technology/tools and specialization increased productivity in the United States prior to Reconstruction.</p> <p>I can explain how personal, national and international economic activities were interdependent in the United States prior to Reconstruction.</p> <p>I can use a variety of tools (e.g., primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in U.S. history prior to Reconstruction.</p>				
<p>Critical Vocabulary Maps, photographs, charts, graphs, databases, dams, roads, urban centers, mountains, bodies of water, exploration,</p>	<p>Critical Vocabulary Monarchy, democracy, republic, voting, constitutions, laws, statutes, amendments, court cases, executive actions, federalism,</p>	<p>Critical Vocabulary Primary and secondary sources, gender, race, region, ethnic group, age, economic status, religion, political group, individual rights, economic freedom,</p>	<p>Critical Vocabulary Language, The Arts, Customs, Beliefs, Literature, Political, Economic, Religious, Ethnic, Compromise, Cooperation, Maps,</p>	<p>Critical Vocabulary Language, The Arts, Customs, Beliefs, Literature, Political, Economic, Religious, Ethnic, Compromise, Cooperation, Maps,</p>	<p>Critical Vocabulary Language, The Arts, Customs, Beliefs, Literature, Political, Economic, Religious, Ethnic, Compromise, Cooperation, Maps,</p>

<p>migration, trade, settlement, language, the arts, customs, beliefs, literature, political, economic, religious, ethnic, technology.</p>	<p>Declaration of Independence, Constitution, Bill of Rights, participating in community activities, voting in elections, obeying the law, paying taxes, serving on a jury, registering for the military, natural resources, human resources, capital goods.</p>	<p>religious diversity, slavery, tariffs, industrialism vs. agrarianism, and federal vs. states' rights.</p>	<p>Photographs, Charts, Graphs, Databases, Primary and Secondary Sources, Gender, Race, Region, Ethnic Groups, Age, Economic Status, Religion, Political Groups</p>	<p>Photographs, Charts, Graphs, Databases, Primary and Secondary Sources, Gender, Race, Region, Ethnic Groups, Age, Economic Status, Religion, Political Groups</p>	<p>Photographs, Charts, Graphs, Databases, Primary and Secondary Sources, Gender, Race, Region, Ethnic Groups, Age, Economic Status, Religion, Political Groups</p>
<p>Suggested Strategies/Activities Inquiry based best practice Cooperative Group Work Research using the web Interviews with Primary Sources Vocabulary Enhancement Activities Interpreting Secondary Sources Marzano's compare/contrast strategy Writing For Understanding</p>	<p>Suggested Strategies/Activities Inquiry based best practice Cooperative Group Work Research using the web Interviews with Primary Sources Vocabulary Enhancement Activities Interpreting Secondary Sources Marzano's compare/contrast strategy Writing For Understanding</p>	<p>Suggested Strategies/Activities Inquiry based best practice Cooperative Group Work Research using the web Interviews with Primary Sources Vocabulary Enhancement Activities Interpreting Secondary Sources Marzano's compare/contrast strategy Writing For Understanding</p>	<p>Suggested Strategies/Activities Inquiry based best practice Cooperative Group Work Research using the web Interviews with Primary Sources Vocabulary Enhancement Activities Interpreting Secondary Sources Marzano's compare/contrast strategy Writing For Understanding</p>	<p>Suggested Strategies/Activities Inquiry based best practice Cooperative Group Work Research using the web Interviews with Primary Sources Vocabulary Enhancement Activities Interpreting Secondary Sources Marzano's compare/contrast strategy Writing For Understanding</p>	<p>Suggested Strategies/Activities Inquiry based best practice Cooperative Group Work Research using the web Interviews with Primary Sources Vocabulary Enhancement Activities Interpreting Secondary Sources Marzano's compare/contrast strategy Writing For Understanding</p>

<p>Balanced Assessment:</p> <p>Formative Clickers/CPS Thumbs Up Exit Slips Quick writes Response Boards</p> <p>Summative Constructed Response Multiple Choice On Demand Design of Authentic Products Open Response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment:</p> <p>Formative Clickers/CPS Thumbs Up Exit Slips Quick writes Response Boards</p> <p>Summative Constructed Response Multiple Choice On Demand Design of Authentic Products Open Response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment:</p> <p>Formative Clickers/CPS Thumbs Up Exit Slips Quick writes Response Boards</p> <p>Summative Constructed Response Multiple Choice On Demand Design of Authentic Products Open Response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment:</p> <p>Formative Clickers/CPS Thumbs Up Exit Slips Quick writes Response Boards</p> <p>Summative Constructed Response Multiple Choice On Demand Design of Authentic Products Open Response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment:</p> <p>Formative Clickers/CPS Thumbs Up Exit Slips Quick writes Response Boards</p> <p>Summative Constructed Response Multiple Choice On Demand Design of Authentic Products Open Response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment:</p> <p>Formative Clickers/CPS Thumbs Up Exit Slips Quick writes Response Boards</p> <p>Summative Constructed Response Multiple Choice On Demand Design of Authentic Products Open Response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>
<p>Resources Needed United Streaming History Alive KCCT Coach Book Buckle Down Internet Textbook Brain POP</p>	<p>Resources Needed United Streaming History Alive KCCT Coach Book Buckle Down Internet Textbook Brain POP</p>	<p>Resources Needed United Streaming History Alive KCCT Coach Book Buckle Down Internet Textbook Brain POP</p>	<p>Resources Needed United Streaming History Alive KCCT Coach Book Buckle Down Internet Textbook Brain POP</p>	<p>Resources Needed United Streaming History Alive KCCT Coach Book Buckle Down Internet Textbook Brain POP</p>	<p>Resources Needed United Streaming History Alive KCCT Coach Book Buckle Down Internet Textbook Brain POP</p>

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Weeks 7-9	Weeks 10-12
<p style="text-align: center;">Unit/Topic Age Of Exploration</p>	<p style="text-align: center;">Unit/Topic Colonization</p>
<p style="text-align: center;">In this section IDENTIFY CORE CONTENT 4.1 Common Core Standards</p> <p>SS-08-1.1.1 Students will compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic).</p> <p>SS-08-2.1.1 Students will explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) defined specific groups in the United States prior to Reconstruction and resulted in unique perspectives.</p> <p>SS-08-2.3.1 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.</p> <p>SS-08-2.3.2 Students will explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in the United States prior to Reconstruction.</p> <p>SS-08-3.1.1 Students will explain and give examples of how scarcity required individuals, groups and the government in the United States prior to Reconstruction to make decisions about how productive resources (natural resources, human resources, capital goods) were used.</p>	<p style="text-align: center;">In this section IDENTIFY CORE CONTENT 4.1 Common Core Standards</p> <p>SS-08-1.1.1 Students will compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic).</p> <p>SS-08-2.1.1 Students will explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) defined specific groups in the United States prior to Reconstruction and resulted in unique perspectives.</p> <p>SS-08-2.3.1 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.</p> <p>SS-08-2.3.2 Students will explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in the United States prior to Reconstruction.</p> <p>SS-08-3.1.1 Students will explain and give examples of how scarcity required individuals, groups and the government in the United States prior to Reconstruction to make decisions about how productive resources (natural resources, human resources, capital goods) were used.</p>

SS-08-3.4.1 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.

SS-08-4.1.1 Students will use a variety of geographic tools (maps, photographs, charts, graphs, databases) to interpret patterns and locations on Earth's surface in United States history prior to Reconstruction.

SS-08-4.2.2 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-08-4.3.1 Students will describe patterns of human settlement in the United States prior to Reconstruction and explain how these patterns were influenced by human needs.

SS-08-5.1.1 Students will use a variety of tools (e.g., primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in U.S. history prior to Reconstruction.

SS-08-5.1.2 Students will explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.

SS-08-5.2.1 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.

IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.

SS-08-3.4.1 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.

SS-08-4.1.1 Students will use a variety of geographic tools (maps, photographs, charts, graphs, databases) to interpret patterns and locations on Earth's surface in United States history prior to Reconstruction.

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SS-08-1.1.2 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).

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CURRICULUM			<i>be taught for 2 – 3 years to avoid gaps in student learning.</i>		
CURRICULUM			CURRICULUM		
Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<p style="text-align: center;">Identify Sub-Topics</p> <p style="text-align: center;">The Crusades (Reasons for European Exploration) The Great Convergence Early Expeditions</p>	<p style="text-align: center;">Identify Sub-Topics</p> <p style="text-align: center;">Spanish Explorers Spanish Conquest of the America’s</p>	<p style="text-align: center;">Identify Sub-Topics</p> <p style="text-align: center;">Spanish Colonization Competition for the Americas Slave Trade Beginnings</p>	<p style="text-align: center;">Identify Sub-Topics</p> <p style="text-align: center;">Religious Reform (Separatists, Puritians, Pilgrims) 13 Colonies Formations and Reasons</p>	<p style="text-align: center;">Identify Sub-Topics</p> <p style="text-align: center;">Life in the Colonies Colonial Structure and Culture</p>	<p style="text-align: center;">Identify Sub-Topics</p> <p style="text-align: center;">Colonial Structure and Culture Beliefs of Independence are Sown The French and Indian War</p>
<p>I CAN STATEMENTS: I can compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic).</p> <p>I can explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) defined specific groups in the United States prior to Reconstruction and resulted in unique perspectives.</p> <p>I can explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred among</p>	<p>I CAN STATEMENTS: I can compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic).</p> <p>I can explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) defined specific groups in the United States prior to Reconstruction and resulted in unique perspectives.</p> <p>I can explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred among</p>	<p>I CAN STATEMENTS: I can compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic).</p> <p>I can explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) defined specific groups in the United States prior to Reconstruction and resulted in unique perspectives.</p> <p>I can explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred among individuals and groups in the United States prior to Reconstruction.</p>	<p>I CAN STATEMENTS: I can compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic).</p> <p>I can explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) defined specific groups in the United States prior to Reconstruction and resulted in unique perspectives.</p> <p>I can explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred among individuals and</p>	<p>I CAN STATEMENTS: I can compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic).</p> <p>I can explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) defined specific groups in the United States prior to Reconstruction and resulted in unique perspectives.</p> <p>I can explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred among individuals and</p>	<p>I CAN STATEMENTS: I can compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic).</p> <p>I can explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) defined specific groups in the United States prior to Reconstruction and resulted in unique perspectives.</p> <p>I can explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred among individuals and</p>

<p>individuals and groups in the United States prior to Reconstruction.</p> <p>I can explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in the United States prior to Reconstruction.</p> <p>I can explain and give examples of how scarcity required individuals, groups and the government in the United States prior to Reconstruction to make decisions about how productive resources (natural resources, human resources, capital goods) were used.</p> <p>I can 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.</p> <p>I can use a variety of geographic tools (maps,</p>	<p>individuals and groups in the United States prior to Reconstruction.</p> <p>I can explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in the United States prior to Reconstruction.</p> <p>I can explain and give examples of how scarcity required individuals, groups and the government in the United States prior to Reconstruction to make decisions about how productive resources (natural resources, human resources, capital goods) were used.</p> <p>I can 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.</p> <p>I can use a variety of geographic tools (maps,</p>	<p>I can explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in the United States prior to Reconstruction.</p> <p>I can explain and give examples of how scarcity required individuals, groups and the government in the United States prior to Reconstruction to make decisions about how productive resources (natural resources, human resources, capital goods) were used.</p> <p>I can 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.</p> <p>I can use a variety of geographic tools (maps, photographs, charts, graphs, databases) to interpret patterns and locations on Earth's surface in United States history prior to Reconstruction.</p>	<p>groups in the United States prior to Reconstruction.</p> <p>I can explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in the United States prior to Reconstruction.</p> <p>I can explain and give examples of how scarcity required individuals, groups and the government in the United States prior to Reconstruction to make decisions about how productive resources (natural resources, human resources, capital goods) were used.</p> <p>I can 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.</p> <p>I can use a variety of geographic tools (maps, photographs, charts,</p>	<p>ethnic) occurred among individuals and groups in the United States prior to Reconstruction.</p> <p>I can explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in the United States prior to Reconstruction.</p> <p>I can explain and give examples of how scarcity required individuals, groups and the government in the United States prior to Reconstruction to make decisions about how productive resources (natural resources, human resources, capital goods) were used.</p> <p>I can 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.</p>	<p>prior to Reconstruction.</p> <p>I can explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in the United States prior to Reconstruction.</p> <p>I can explain and give examples of how scarcity required individuals, groups and the government in the United States prior to Reconstruction to make decisions about how productive resources (natural resources, human resources, capital goods) were used.</p> <p>I can 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.</p> <p>I can use a variety of geographic tools (maps, photographs, charts, graphs, databases) to interpret patterns and locations on Earth's surface</p>
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<p>photographs, charts, graphs, databases) to interpret patterns and locations on Earth's surface in United States history prior to Reconstruction.</p> <p>I can describe how places and regions in United States history prior to Reconstruction changed over time as technologies, resources and knowledge became available.</p> <p>I can describe patterns of human settlement in the United States prior to Reconstruction and explain how these patterns were influenced by human needs.</p> <p>I can 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.</p> <p>I can use a variety of tools (e.g., primary and secondary sources) to</p>	<p>photographs, charts, graphs, databases) to interpret patterns and locations on Earth's surface in United States history prior to Reconstruction.</p> <p>I can describe how places and regions in United States history prior to Reconstruction changed over time as technologies, resources and knowledge became available.</p> <p>I can describe patterns of human settlement in the United States prior to Reconstruction and explain how these patterns were influenced by human needs.</p> <p>I can 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.</p> <p>I can use a variety of tools (e.g., primary and secondary sources) to</p>	<p>I can describe how places and regions in United States history prior to Reconstruction changed over time as technologies, resources and knowledge became available.</p> <p>I can describe patterns of human settlement in the United States prior to Reconstruction and explain how these patterns were influenced by human needs.</p> <p>I can 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.</p> <p>I can use a variety of tools (e.g., primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in U.S.</p>	<p>graphs, databases) to interpret patterns and locations on Earth's surface in United States history prior to Reconstruction.</p> <p>I can describe how places and regions in United States history prior to Reconstruction changed over time as technologies, resources and knowledge became available.</p> <p>I can describe patterns of human settlement in the United States prior to Reconstruction and explain how these patterns were influenced by human needs.</p> <p>I can 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.</p> <p>I can use a variety of tools (e.g., primary and secondary sources) to describe and explain historical events and</p>	<p>I can use a variety of geographic tools (maps, photographs, charts, graphs, databases) to interpret patterns and locations on Earth's surface in United States history prior to Reconstruction.</p> <p>I can describe how places and regions in United States history prior to Reconstruction changed over time as technologies, resources and knowledge became available.</p> <p>I can describe patterns of human settlement in the United States prior to Reconstruction and explain how these patterns were influenced by human needs.</p> <p>I can 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</p>	<p>in United States history prior to Reconstruction.</p> <p>I can describe how places and regions in United States history prior to Reconstruction changed over time as technologies, resources and knowledge became available.</p> <p>I can describe patterns of human settlement in the United States prior to Reconstruction and explain how these patterns were influenced by human needs.</p> <p>I can 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.</p> <p>I can use a variety of tools (e.g., primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race,</p>
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<p>describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in U.S. history prior to Reconstruction.</p> <p>I can explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.</p> <p>I can 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.</p>	<p>describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in U.S. history prior to Reconstruction.</p> <p>I can explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.</p> <p>I can 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.</p>	<p>history prior to Reconstruction.</p> <p>I can explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.</p> <p>I can 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.</p>	<p>conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in U.S. history prior to Reconstruction.</p> <p>I can explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.</p> <p>I can 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.</p> <p>I can 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</p>	<p>Reconstruction.</p> <p>I can use a variety of tools (e.g., primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in U.S. history prior to Reconstruction.</p> <p>I can explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.</p> <p>I can 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</p>	<p>region, ethnic group, age, economic status, religion, political group) in U.S. history prior to Reconstruction.</p> <p>I can explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.</p> <p>I can 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.</p> <p>I can 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).</p>
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<p>Suggested Strategies/Activities Inquiry based best practice Cooperative Group Work Research using the web Interviews with Primary Sources Vocabulary Enhancement Activities Interpreting Secondary Sources Marzano's compare/contrast strategy Writing For Understanding</p>	<p>Suggested Strategies/Activities Inquiry based best practice Cooperative Group Work Research using the web Interviews with Primary Sources Vocabulary Enhancement Activities Interpreting Secondary Sources Marzano's compare/contrast strategy Writing For Understanding</p>	<p>Suggested Strategies/Activities Inquiry based best practice Cooperative Group Work Research using the web Interviews with Primary Sources Vocabulary Enhancement Activities Interpreting Secondary Sources Marzano's compare/contrast strategy Writing For Understanding</p>	<p>Suggested Strategies/Activities Inquiry based best practice Cooperative Group Work Research using the web Interviews with Primary Sources Vocabulary Enhancement Activities Interpreting Secondary Sources Marzano's compare/contrast strategy Writing For Understanding</p>	<p>Suggested Strategies/Activities Inquiry based best practice Cooperative Group Work Research using the web Interviews with Primary Sources Vocabulary Enhancement Activities Interpreting Secondary Sources Marzano's compare/contrast strategy Writing For Understanding</p>	<p>Suggested Strategies/Activities Inquiry based best practice Cooperative Group Work Research using the web Interviews with Primary Sources Vocabulary Enhancement Activities Interpreting Secondary Sources Marzano's compare/contrast strategy Writing For Understanding</p>
<p>Balanced Assessment: Formative Clickers/CPS Thumbs Up Exit Slips Quick writes Response Boards</p> <p>Summative Constructed Response Multiple Choice On Demand Design of Authentic Products Open Response</p>	<p>Balanced Assessment: Formative Clickers/CPS Thumbs Up Exit Slips Quick writes Response Boards</p> <p>Summative Constructed Response Multiple Choice On Demand Design of Authentic Products Open Response</p>	<p>Balanced Assessment: Formative Clickers/CPS Thumbs Up Exit Slips Quick writes Response Boards</p> <p>Summative Constructed Response Multiple Choice On Demand Design of Authentic Products Open Response</p>	<p>Balanced Assessment: Formative Clickers/CPS Thumbs Up Exit Slips Quick writes Response Boards</p> <p>Summative Constructed Response Multiple Choice On Demand Design of Authentic Products Open Response</p>	<p>Balanced Assessment: Formative Clickers/CPS Thumbs Up Exit Slips Quick writes Response Boards</p> <p>Summative Constructed Response Multiple Choice On Demand Design of Authentic Products Open Response</p>	<p>Balanced Assessment: Formative Clickers/CPS Thumbs Up Exit Slips Quick writes Response Boards</p> <p>Summative Constructed Response Multiple Choice On Demand Design of Authentic Products Open Response</p>

Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)
Resources Needed United Streaming History Alive KCCT Coach Book Buckle Down Internet Textbook Brain POP	Resources Needed United Streaming History Alive KCCT Coach Book Buckle Down Internet Textbook Brain POP	Resources Needed United Streaming History Alive KCCT Coach Book Buckle Down Internet Textbook Brain POP	Resources Needed United Streaming History Alive KCCT Coach Book Buckle Down Internet Textbook Brain POP	Resources Needed United Streaming History Alive KCCT Coach Book Buckle Down Internet Textbook Brain POP	Resources Needed United Streaming History Alive KCCT Coach Book Buckle Down Internet Textbook Brain POP

Weeks 13-15	Weeks 16-18
Topic American Revolution	Topic Establishing a New Nation
In this section IDENTIFY CORE CONTENT 4.1 Common Core Standards SS-08-1.1.1 Students will compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic).	In this section IDENTIFY CORE CONTENT 4.1 Common Core Standards SS-08-1.1.1 Students will compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic).

SS-08-2.1.1 Students will explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) defined specific groups in the United States prior to Reconstruction and resulted in unique perspectives.

SS-08-2.3.1 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.

SS-08-2.3.2 Students will explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in the United States prior to Reconstruction.

SS-08-3.1.1 Students will explain and give examples of how scarcity required individuals, groups and the government in the United States prior to Reconstruction to make decisions about how productive resources (natural resources, human resources, capital goods) were used.

SS-08-3.4.1 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.

SS-08-4.1.1 Students will use a variety of geographic tools (maps, photographs, charts, graphs, databases) to interpret patterns and locations on Earth's surface in United States history prior to Reconstruction.

SS-08-4.2.2 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-08-4.3.1 Students will describe patterns of human settlement in the United States prior to Reconstruction and explain how these patterns were influenced by human needs.

SS-08-5.1.1 Students will use a variety of tools (e.g., primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in

SS-08-2.1.1 Students will explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) defined specific groups in the United States prior to Reconstruction and resulted in unique perspectives.

SS-08-2.3.1 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.

SS-08-2.3.2 Students will explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in the United States prior to Reconstruction.

SS-08-3.1.1 Students will explain and give examples of how scarcity required individuals, groups and the government in the United States prior to Reconstruction to make decisions about how productive resources (natural resources, human resources, capital goods) were used.

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SS-08-5.1.1 Students will use a variety of tools (e.g., primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in

<p>U.S. history prior to Reconstruction.</p> <p>SS-08-5.1.2 Students will explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.</p> <p>SS-08-5.2.1 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.</p> <p>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.</p> <p>SS-08-1.3.1 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.</p> <p><i>IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.</i></p>	<p>U.S. history prior to Reconstruction.</p> <p>SS-08-5.1.2 Students will explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.</p> <p>SS-08-5.2.1 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.</p> <p>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.</p> <p>SS-08-1.3.1 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.</p> <p><i>IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.</i></p>
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CURRICULUM			CURRICULUM		
Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
<p>Identify Sub-Topics The French and Indian War Affects The Causes of the American Revolution</p>	<p>Identify Sub-Topics The Causes of the American Revolution The Declaration of Independence</p>	<p>Identify Sub-Topics The War Victory Important People, Places and Symbols</p>	<p>Identify Sub-Topics Forms of Government The Articles of Confederation and its Weaknesses</p>	<p>Identify Sub-Topics A Constitution is the Answer Effects of Constitution on Everyday Life Federalism</p>	<p>Identify Sub-Topics Parts of the Constitution</p>

<p>I CAN STATEMENTS: I can compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic).</p> <p>I can explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) defined specific groups in the United States prior to Reconstruction and resulted in unique perspectives.</p> <p>I can explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred among individuals and groups in the United States prior to Reconstruction.</p> <p>I can explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in the United States prior to Reconstruction.</p> <p>I can explain and give examples of how scarcity</p>	<p>I CAN STATEMENTS: I can compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic).</p> <p>I can explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) defined specific groups in the United States prior to Reconstruction and resulted in unique perspectives.</p> <p>I can explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred among individuals and groups in the United States prior to Reconstruction.</p> <p>I can explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in the United States prior to Reconstruction.</p> <p>I can explain and give examples of how scarcity</p>	<p>I CAN STATEMENTS: I can compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic).</p> <p>I can explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) defined specific groups in the United States prior to Reconstruction and resulted in unique perspectives.</p> <p>I can explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred among individuals and groups in the United States prior to Reconstruction.</p> <p>I can explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in the United States prior to Reconstruction.</p> <p>I can explain and give examples of how scarcity required individuals, groups and the government in the United States prior to Reconstruction to make decisions about how</p>	<p>I CAN STATEMENTS: I can compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic).</p> <p>I can explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) defined specific groups in the United States prior to Reconstruction and resulted in unique perspectives.</p> <p>I can explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred among individuals and groups in the United States prior to Reconstruction.</p> <p>I can explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in the United States prior to Reconstruction.</p> <p>I can explain and give examples of how scarcity required individuals,</p>	<p>I CAN STATEMENTS: I can compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic).</p> <p>I can explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) defined specific groups in the United States prior to Reconstruction and resulted in unique perspectives.</p> <p>I can explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred among individuals and groups in the United States prior to Reconstruction.</p> <p>I can explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in the United States prior to Reconstruction.</p> <p>I can explain and give examples of how scarcity</p>	<p>I CAN STATEMENTS: I can compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic).</p> <p>I can explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) defined specific groups in the United States prior to Reconstruction and resulted in unique perspectives.</p> <p>I can explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred among individuals and groups in the United States prior to Reconstruction.</p> <p>I can explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in the United States prior to Reconstruction.</p> <p>I can explain and give examples of how scarcity</p>
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<p>required individuals, groups and the government in the United States prior to Reconstruction to make decisions about how productive resources (natural resources, human resources, capital goods) were used.</p> <p>I can 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.</p> <p>I can use a variety of geographic tools (maps, photographs, charts, graphs, databases) to interpret patterns and locations on Earth's surface in United States history prior to Reconstruction.</p> <p>I can describe how places and regions in United States history prior to Reconstruction changed over time as technologies, resources and knowledge became</p>	<p>required individuals, groups and the government in the United States prior to Reconstruction to make decisions about how productive resources (natural resources, human resources, capital goods) were used.</p> <p>I can 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.</p> <p>I can use a variety of geographic tools (maps, photographs, charts, graphs, databases) to interpret patterns and locations on Earth's surface in United States history prior to Reconstruction.</p> <p>I can describe how places and regions in United States history prior to Reconstruction changed over time as technologies, resources and knowledge became</p>	<p>productive resources (natural resources, human resources, capital goods) were used.</p> <p>I can 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.</p> <p>I can use a variety of geographic tools (maps, photographs, charts, graphs, databases) to interpret patterns and locations on Earth's surface in United States history prior to Reconstruction.</p> <p>I can describe how places and regions in United States history prior to Reconstruction changed over time as technologies, resources and knowledge became available.</p> <p>I can describe patterns of human settlement in the United States prior to Reconstruction and explain how these patterns were influenced by human needs.</p> <p>I can explain why and give</p>	<p>groups and the government in the United States prior to Reconstruction to make decisions about how productive resources (natural resources, human resources, capital goods) were used.</p> <p>I can 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.</p> <p>I can use a variety of geographic tools (maps, photographs, charts, graphs, databases) to interpret patterns and locations on Earth's surface in United States history prior to Reconstruction.</p> <p>I can describe how places and regions in United States history prior to Reconstruction changed over time as technologies, resources and knowledge became available.</p> <p>I can describe patterns of</p>	<p>required individuals, groups and the government in the United States prior to Reconstruction to make decisions about how productive resources (natural resources, human resources, capital goods) were used.</p> <p>I can 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.</p> <p>I can use a variety of geographic tools (maps, photographs, charts, graphs, databases) to interpret patterns and locations on Earth's surface in United States history prior to Reconstruction.</p> <p>I can describe how places and regions in United States history prior to Reconstruction changed over time as technologies, resources and knowledge became</p>	<p>required individuals, groups and the government in the United States prior to Reconstruction to make decisions about how productive resources (natural resources, human resources, capital goods) were used.</p> <p>I can 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.</p> <p>I can use a variety of geographic tools (maps, photographs, charts, graphs, databases) to interpret patterns and locations on Earth's surface in United States history prior to Reconstruction.</p> <p>I can describe how places and regions in United States history prior to Reconstruction changed over time as technologies, resources and knowledge became available.</p>
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<p>available.</p> <p>I can describe patterns of human settlement in the United States prior to Reconstruction and explain how these patterns were influenced by human needs.</p> <p>I can 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.</p> <p>I can use a variety of tools (e.g., primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in U.S. history prior to Reconstruction.</p> <p>I can explain how history is a series of connected</p>	<p>available.</p> <p>I can describe patterns of human settlement in the United States prior to Reconstruction and explain how these patterns were influenced by human needs.</p> <p>I can 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.</p> <p>I can use a variety of tools (e.g., primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in U.S. history prior to Reconstruction.</p> <p>I can explain how history is a series of connected</p>	<p>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.</p> <p>I can use a variety of tools (e.g., primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in U.S. history prior to Reconstruction.</p> <p>I can explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.</p> <p>I can 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</p>	<p>human settlement in the United States prior to Reconstruction and explain how these patterns were influenced by human needs.</p> <p>I can 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.</p> <p>I can use a variety of tools (e.g., primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in U.S. history prior to Reconstruction.</p> <p>I can explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those</p>	<p>available.</p> <p>I can describe patterns of human settlement in the United States prior to Reconstruction and explain how these patterns were influenced by human needs.</p> <p>I can 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.</p> <p>I can use a variety of tools (e.g., primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in U.S. history prior to Reconstruction.</p> <p>I can explain how history is a series of connected events shaped by</p>	<p>I can describe patterns of human settlement in the United States prior to Reconstruction and explain how these patterns were influenced by human needs.</p> <p>I can 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.</p> <p>I can use a variety of tools (e.g., primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in U.S. history prior to Reconstruction.</p> <p>I can explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give</p>
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<p>Strategies/Activities Inquiry based best practice Cooperative Group Work Research using the web</p>	<p>Strategies/Activities Inquiry based best practice Cooperative Group Work Research using the web</p>	<p>Strategies/Activities Inquiry based best practice Cooperative Group Work Research using the web Interviews with Primary</p>	<p>Strategies/Activities Inquiry based best practice Cooperative Group Work Research using the web Interviews with Primary</p>	<p>Strategies/Activities Inquiry based best practice Cooperative Group Work Research using the web</p>	<p>Strategies/Activities Inquiry based best practice Cooperative Group Work Research using the web</p>

United Streaming History Alive KCCT Coach Book Buckle Down Internet Textbook Brain POP	United Streaming History Alive KCCT Coach Book Buckle Down Internet Textbook Brain POP	United Streaming History Alive KCCT Coach Book Buckle Down Internet Textbook Brain POP	United Streaming History Alive KCCT Coach Book Buckle Down Internet Textbook Brain POP	United Streaming History Alive KCCT Coach Book Buckle Down Internet Textbook Brain POP	United Streaming History Alive KCCT Coach Book Buckle Down Internet Textbook Brain POP
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Weeks 19-21	Weeks 22-24
Unit/Topic United States Constitution	Unit/Topic A New Republic
In this section IDENTIFY CORE CONTENT 4.1 Common Core Standards	In this section IDENTIFY CORE CONTENT 4.1 Common Core Standards
<p>SS-08-1.1.1 Students will compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic).</p> <p>SS-08-1.1.2 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).</p> <p>SS-08-1.1.3 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.</p> <p>SS-08-1.2.2 Students will explain the reasons why the powers of the state</p>	<p>SS-08-1.1.1 Students will compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic).</p> <p>SS-08-1.1.2 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).</p> <p>SS-08-1.2.2 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.</p> <p>SS-08-1.3.1 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.</p>

and national/federal governments are sometimes shared and sometimes separate (federalism) and give examples of shared and separate powers.

SS-08-1.3.1 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.

SS-08-1.3.2 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).

SS-08-5.1.2 Students will explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.

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.

SS-08-1.3.2 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).

SS-08-2.3.1 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.

SS-08-2.3.2 Students will explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in the United States prior to Reconstruction.

SS-08-3.1.1 Students will explain and give examples of how scarcity required individuals, groups and the government in the United States prior to Reconstruction to make decisions about how productive resources (natural resources, human resources, capital goods) were used.

SS-08-3.2.1 Students will describe the economic system that developed in the United States prior to Reconstruction.

SS-08-3.3.1 Students will explain how in the United States prior to Reconstruction, the prices of goods and services were determined by supply and demand.

SS-08-3.4.1 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.

SS-08-3.4.2 Students will describe how new knowledge, technology/tools and specialization increased productivity in the United States prior to Reconstruction.

SS-08-3.4.3 Students will explain how personal, national and international economic activities were interdependent in the United States prior to Reconstruction.

IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.

SS-08-5.1.1 Students will use a variety of tools (e.g., primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in U.S. history prior to Reconstruction.

SS-08-5.1.2 Students will explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.

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.

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.

IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.

CURRICULUM			CURRICULUM		
Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Identify Sub-Topics Preamble Articles Amendments How the US Constitution is a Flexible Document	Identify Sub-Topics Bill of Rights and Its Need Citizenship (Duties and Responsibilities)	Identify Sub-Topics Branches of Government Separation of Powers Checks and Balances	Identify Sub-Topics The First Presidency Political Parties Emerge	Identify Sub-Topics The Jefferson Era Expansion and Exploration	Identify Sub-Topics The Louisiana Purchase Lewis and Clark

<p>I CAN STATEMENTS: I can compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic).</p> <p>I can 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).</p> <p>I can 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.</p> <p>I can identify the three branches of government, describe their functions</p>	<p>I CAN STATEMENTS: I can compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic).</p> <p>I can 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).</p> <p>I can 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.</p> <p>I can identify the three branches of government, describe their functions</p>	<p>I CAN STATEMENTS: I can compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic).</p> <p>I can 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).</p> <p>I can 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.</p>	<p>I CAN STATEMENTS: I can compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic).</p> <p>I can 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).</p> <p>I can 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.</p> <p>I can explain and give examples of how significant United States documents (Declaration of Independence,</p>	<p>I CAN STATEMENTS: I can compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic).</p> <p>I can 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).</p> <p>I can 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.</p> <p>I can 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</p>	<p>I CAN STATEMENTS: I can compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic).</p> <p>I can 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).</p> <p>I can 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.</p> <p>I can explain and give examples of how significant United States documents (Declaration of Independence, Constitution, Bill of Rights) established democratic principles and guaranteed</p>
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<p>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.</p> <p>I can 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.</p> <p>I can 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.</p> <p>I can explain and give examples of how, in order for the U.S. government to function as a democracy, citizens must</p>	<p>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.</p> <p>I can 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.</p> <p>I can 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.</p> <p>I can explain and give examples of how, in order for the U.S. government to function as a democracy, citizens must</p>	<p>I can 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.</p> <p>I can 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.</p> <p>I can 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.</p> <p>I can explain and give</p>	<p>Constitution, Bill of Rights) established democratic principles and guaranteed certain rights for all citizens.</p> <p>I can 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).</p> <p>I can explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred among individuals and groups in the United States prior to Reconstruction.</p> <p>I can explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in the United States prior to Reconstruction.</p>	<p>all citizens.</p> <p>I can 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).</p> <p>I can explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred among individuals and groups in the United States prior to Reconstruction.</p> <p>I can explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in the United States prior to Reconstruction.</p> <p>I can explain and give examples of how scarcity required individuals, groups and the government in the United States prior to Reconstruction to make decisions about how productive resources</p>	<p>certain rights for all citizens.</p> <p>I can 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).</p> <p>I can explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred among individuals and groups in the United States prior to Reconstruction.</p> <p>I can explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in the United States prior to Reconstruction.</p> <p>I can explain and give examples of how scarcity required individuals, groups and the government in the United States prior to Reconstruction to make</p>
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<p>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).</p> <p>I can explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.</p> <p>I can 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.</p>	<p>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).</p> <p>I can explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.</p> <p>I can 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.</p>	<p>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).</p> <p>I can explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.</p> <p>I can 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</p>	<p>Reconstruction.</p> <p>I can explain and give examples of how scarcity required individuals, groups and the government in the United States prior to Reconstruction to make decisions about how productive resources (natural resources, human resources, capital goods) were used.</p> <p>I can describe the economic system that developed in the United States prior to Reconstruction.</p> <p>I can explain how in the United States prior to Reconstruction, the prices of goods and services were determined by supply and demand.</p> <p>I can 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.</p> <p>I can describe how new knowledge, technology/tools and specialization increased productivity in the United States prior to Reconstruction.</p> <p>I can explain how personal, national and international economic activities were interdependent in the United States prior to Reconstruction.</p> <p>I can use a variety of tools (e.g., primary and secondary</p>	<p>(natural resources, human resources, capital goods) were used.</p> <p>I can describe the economic system that developed in the United States prior to Reconstruction.</p> <p>I can explain how in the United States prior to Reconstruction, the prices of goods and services were determined by supply and demand.</p> <p>I can 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.</p> <p>I can describe how new knowledge, technology/tools and specialization increased productivity in the United States prior to Reconstruction.</p> <p>I can explain how personal, national and international economic activities were interdependent in the United States prior to Reconstruction.</p> <p>I can use a variety of tools (e.g., primary and secondary</p>	<p>decisions about how productive resources (natural resources, human resources, capital goods) were used.</p> <p>I can describe the economic system that developed in the United States prior to Reconstruction.</p> <p>I can explain how in the United States prior to Reconstruction, the prices of goods and services were determined by supply and demand.</p> <p>I can 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.</p> <p>I can describe how new knowledge, technology/tools and specialization increased productivity in the United States prior to Reconstruction.</p> <p>I can explain how personal, national and international economic activities were interdependent in the United States prior to</p>
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		<p>nation.</p>	<p>technology/tools and specialization increased productivity in the United States prior to Reconstruction.</p> <p>I can explain how personal, national and international economic activities were interdependent in the United States prior to Reconstruction.</p> <p>I can use a variety of tools (e.g., primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in U.S. history prior to Reconstruction.</p> <p>I can explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.</p> <p>I can explain and give examples of how the ideals of equality and personal liberty (rise of</p>	<p>sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in U.S. history prior to Reconstruction.</p> <p>I can explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.</p> <p>I can 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.</p> <p>I can explain how the growth of democracy and geographic expansion occurred and were significant to the development of the United States prior to</p>	<p>Reconstruction.</p> <p>I can use a variety of tools (e.g., primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in U.S. history prior to Reconstruction.</p> <p>SS-08-5.1.2 I can explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.</p> <p>I can 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.</p>
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<p>Critical Vocabulary Monarchy, democracy, republic, voting, constitutions, laws, statutes, amendments, court cases, executive actions, federalism, Declaration of Independence, Constitution, Bill of Rights, participating in community activities, voting in elections, obeying the law, paying taxes, serving on a jury, registering for the military, rise of individual rights, economic</p>	<p>Critical Vocabulary Monarchy, democracy, republic, voting, constitutions, laws, statutes, amendments, court cases, executive actions, federalism, Declaration of Independence, Constitution, Bill of Rights, participating in community activities, voting in elections, obeying the law, paying taxes, serving on a jury, registering for the military, rise of individual rights, economic</p>	<p>Critical Vocabulary Monarchy, democracy, republic, voting, constitutions, laws, statutes, amendments, court cases, executive actions, federalism, Declaration of Independence, Constitution, Bill of Rights, participating in community activities, voting in elections, obeying the law, paying taxes, serving on a jury, registering for the military, rise of individual rights,</p>	<p>Critical Vocabulary Monarchy, democracy, republic, voting, constitutions, laws, statutes, federalism, Declaration of Independence, Constitution, Bill of Rights, participating in community activities, voting in elections, obeying the law, paying taxes, serving on a jury, registering for the military, political, economic, religious, ethnic, natural resources, capital</p>	<p>Critical Vocabulary Monarchy, democracy, republic, voting, constitutions, laws, statutes, federalism, Declaration of Independence, Constitution, Bill of Rights, participating in community activities, voting in elections, obeying the law, paying taxes, serving on a jury, registering for the military, political, economic, religious, ethnic, natural resources, human resources, capital goods, primary and secondary sources, gender, race, region, ethnic group, age, economic status,</p>	<p>Critical Vocabulary Monarchy, democracy, republic, voting, constitutions, laws, statutes, federalism, Declaration of Independence, Constitution, Bill of Rights, participating in community activities, voting in elections, obeying the law, paying taxes, serving on a jury, registering for the military, political, economic, religious, ethnic, natural resources, human resources, capital goods, primary and secondary</p>

<p>Thumbs Up Exit Slips Quick writes Response Boards</p> <p>Summative Constructed Response Multiple Choice On Demand Design of Authentic Products Open Response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Thumbs Up Exit Slips Quick writes Response Boards</p> <p>Summative Constructed Response Multiple Choice On Demand Design of Authentic Products Open Response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Thumbs Up Exit Slips Quick writes Response Boards</p> <p>Summative Constructed Response Multiple Choice On Demand Design of Authentic Products Open Response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Thumbs Up Exit Slips Quick writes Response Boards</p> <p>Summative Constructed Response Multiple Choice On Demand Design of Authentic Products Open Response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Thumbs Up Exit Slips Quick writes Response Boards</p> <p>Summative Constructed Response Multiple Choice On Demand Design of Authentic Products Open Response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Thumbs Up Exit Slips Quick writes Response Boards</p> <p>Summative Constructed Response Multiple Choice On Demand Design of Authentic Products Open Response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>
<p>Resources Needed United Streaming History Alive KCCT Coach Book Buckle Down Internet Textbook Brain POP</p>	<p>Resources Needed United Streaming History Alive KCCT Coach Book Buckle Down Internet Textbook Brain POP</p>	<p>Resources Needed United Streaming History Alive KCCT Coach Book Buckle Down Internet Textbook Brain POP</p>	<p>Resources Needed United Streaming History Alive KCCT Coach Book Buckle Down Internet Textbook Brain POP</p>	<p>Resources Needed United Streaming History Alive KCCT Coach Book Buckle Down Internet Textbook Brain POP</p>	<p>Resources Needed United Streaming History Alive KCCT Coach Book Buckle Down Internet Textbook Brain POP</p>

Weeks 25-27	Weeks 28-30
Unit/Topic	Unit/Topic

The Nation Expands	Sectionalism and Civil War
<p style="text-align: center;">In this section IDENTIFY CORE CONTENT 4.1 Common Core Standards</p> <p>SS-08-1.1.1 Students will compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic).</p> <p>SS-08-1.1.2 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).</p> <p>SS-08-1.2.2 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.</p> <p>SS-08-1.3.1 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.</p> <p>SS-08-1.3.2 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).</p> <p>SS-08-2.3.1 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.</p> <p>SS-08-2.3.2 Students will explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in the</p>	<p style="text-align: center;">In this section IDENTIFY CORE CONTENT 4.1 Common Core Standards</p> <p>SS-08-1.1.1 Students will compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic)</p> <p>SS-08-1.1.2 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).</p> <p>SS-08-1.2.2 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.</p> <p>SS-08-1.3.1 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.</p> <p>SS-08-1.3.2 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).</p> <p>SS-08-2.3.1 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.</p> <p>SS-08-2.3.2 Students will explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in the United States prior to Reconstruction.</p>

United States prior to Reconstruction.

SS-08-3.1.1 Students will explain and give examples of how scarcity required individuals, groups and the government in the United States prior to Reconstruction to make decisions about how productive resources (natural resources, human resources, capital goods) were used.

SS-08-3.2.1 Students will describe the economic system that developed in the United States prior to Reconstruction.

SS-08-3.3.1 Students will explain how in the United States prior to Reconstruction, the prices of goods and services were determined by supply and demand

SS-08-3.4.1 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.

SS-08-3.4.2 Students will describe how new knowledge, technology/tools and specialization increased productivity in the United States prior to Reconstruction.

SS-08-3.4.3 Students will explain how personal, national and international economic activities were interdependent in the United States prior to Reconstruction.

SS-08-5.1.1 Students will use a variety of tools (e.g., primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in U.S. history prior to Reconstruction.

SS-08-5.1.2 Students will explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.

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,

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religious diversity) that developed during the colonial period, were motivations for the American Revolution and proved instrumental in the development of a new nation.

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.

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.

IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.

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IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.

CURRICULUM			CURRICULUM		
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30
<p>Identify Sub-Topics The War of 1812 Industrialization</p>	<p>Identify Sub-Topics Industrialization Effects of Industry on America</p>	<p>Identify Sub-Topics Western Migration War with Mexico Gold in California</p>	<p>Identify Sub-Topics Northern Industry Northern Cities Agriculture in the South Comparing North and South</p>	<p>Identify Sub-Topics Sectionalism The Age of Reform Compromise and Conflict</p>	<p>Identify Sub-Topics Causes of War Consequences The War and Victory</p>
<p>I CAN STATEMENTS: I can compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic). I can describe and give examples to support how democratic government</p>	<p>I CAN STATEMENTS: I can compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic). I can describe and give examples to support how democratic government</p>	<p>I CAN STATEMENTS: I can compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic). I can describe and give examples to support</p>	<p>I CAN STATEMENTS: I can compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic). I can describe and give examples to support how democratic government in the United States prior to</p>	<p>I CAN STATEMENTS: I can compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic). I can describe and give examples to support how democratic government in</p>	<p>I CAN STATEMENTS: I can compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic). I can describe and give examples to support how democratic government in the United States prior to</p>

<p>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).</p> <p>I can 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.</p> <p>I can 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.</p> <p>I can explain and give examples of how, in order for the U.S. government to function as a democracy, citizens must</p>	<p>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).</p> <p>I can 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.</p> <p>I can 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.</p> <p>I can explain and give examples of how, in order for the U.S. government to function as a democracy, citizens must</p>	<p>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).</p> <p>I can 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.</p> <p>I can 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.</p> <p>SS-08-1.3.2 I can explain and give examples of how, in order for the</p>	<p>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).</p> <p>I can 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.</p> <p>I can 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.</p> <p>I can 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</p>	<p>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).</p> <p>I can 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.</p> <p>I can 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.</p> <p>I can 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</p>	<p>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).</p> <p>I can 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.</p> <p>I can 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.</p> <p>I can 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</p>
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<p>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).</p> <p>I can explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred among individuals and groups in the United States prior to Reconstruction.</p> <p>I can explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in the United States prior to Reconstruction.</p> <p>I can explain and give examples of how scarcity required individuals, groups and the government in the United States prior to Reconstruction to make decisions about how productive resources (natural resources, human resources, capital</p>	<p>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).</p> <p>I can explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred among individuals and groups in the United States prior to Reconstruction.</p> <p>I can explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in the United States prior to Reconstruction.</p> <p>I can explain and give examples of how scarcity required individuals, groups and the government in the United States prior to Reconstruction to make decisions about how productive resources (natural resources, human resources, capital</p>	<p>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).</p> <p>I can explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred among individuals and groups in the United States prior to Reconstruction.</p> <p>I can explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in the United States prior to Reconstruction.</p> <p>I can explain and give examples of how scarcity required individuals, groups and the government in the United States prior to Reconstruction to make</p>	<p>elections) and duties (e.g., obeying the law, paying taxes, serving on a jury, registering for the military).</p> <p>I can explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred among individuals and groups in the United States prior to Reconstruction.</p> <p>I can explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in the United States prior to Reconstruction.</p> <p>I can explain and give examples of how scarcity required individuals, groups and the government in the United States prior to Reconstruction to make decisions about how productive resources (natural resources, human resources, capital goods) were used.</p> <p>I can describe the economic system that developed in the United States prior to Reconstruction.</p>	<p>community activities, voting in elections) and duties (e.g., obeying the law, paying taxes, serving on a jury, registering for the military).</p> <p>I can explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred among individuals and groups in the United States prior to Reconstruction.</p> <p>I can explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in the United States prior to Reconstruction.</p> <p>I can explain and give examples of how scarcity required individuals, groups and the government in the United States prior to Reconstruction to make decisions about how productive resources (natural resources, human resources, capital goods) were used.</p> <p>I can describe the</p>	<p>elections) and duties (e.g., obeying the law, paying taxes, serving on a jury, registering for the military).</p> <p>I can explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred among individuals and groups in the United States prior to Reconstruction.</p> <p>I can explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in the United States prior to Reconstruction.</p> <p>I can explain and give examples of how scarcity required individuals, groups and the government in the United States prior to Reconstruction to make decisions about how productive resources (natural resources, human resources, capital goods) were used.</p> <p>I can describe the economic system that developed in the United States prior to Reconstruction.</p>
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<p>goods) were used.</p> <p>I can describe the economic system that developed in the United States prior to Reconstruction.</p> <p>I can explain how in the United States prior to Reconstruction, the prices of goods and services were determined by supply and demand.</p> <p>I can 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.</p> <p>I can describe how new knowledge, technology/tools and specialization increased productivity in the United States prior to Reconstruction.</p> <p>I can explain how personal, national and international economic activities were interdependent in the United States prior to Reconstruction.</p> <p>I can use a variety of tools (e.g., primary and</p>	<p>goods) were used.</p> <p>I can describe the economic system that developed in the United States prior to Reconstruction.</p> <p>I can explain how in the United States prior to 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<p>secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in U.S. history prior to Reconstruction.</p> <p>I can explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.</p> <p>I can 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.</p> <p>I can explain how the growth of democracy and geographic expansion</p>	<p>secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in U.S. history prior to Reconstruction.</p> <p>I can explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.</p> <p>I can 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.</p> <p>I can explain how the growth of democracy and geographic expansion</p>	<p>activities were interdependent in the United States prior to Reconstruction.</p> <p>I can use a variety of tools (e.g., primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in U.S. history prior to Reconstruction.</p> <p>I can explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.</p> <p>I can 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</p>	<p>economic status, religion, political group) in U.S. history prior to Reconstruction.</p> <p>I can explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.</p> <p>I can 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.</p> <p>I can explain how the growth of democracy and geographic expansion occurred and were significant to the development of the United States prior to Reconstruction.</p> <p>I can describe the political, social, economic and cultural differences (e.g.,</p>	<p>conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in U.S. history prior to Reconstruction.</p> <p>I can explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.</p> <p>I can 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.</p> <p>I can explain how the growth of democracy and geographic expansion occurred and were significant to the development of the</p>	<p>economic status, religion, political group) in U.S. history prior to Reconstruction.</p> <p>I can explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.</p> <p>I can 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.</p> <p>I can explain how the growth of democracy and geographic expansion occurred and were significant to the development of the United States prior to Reconstruction.</p> <p>I can describe the political, social, economic and cultural differences (e.g.,</p>
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<p>occurred and were significant to the development of the United States prior to Reconstruction.</p> <p>I can 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.</p>	<p>occurred and were significant to the development of the United States prior to Reconstruction.</p> <p>I can 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.</p>	<p>motivations for the American Revolution and proved instrumental in the development of a new nation.</p> <p>I can explain how the growth of democracy and geographic expansion occurred and were significant to the development of the United States prior to Reconstruction.</p> <p>I can 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.</p>	<p>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.</p>	<p>United States prior to Reconstruction.</p> <p>I can 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.</p>	<p>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.</p>
<p>Critical Vocabulary Monarchy, democracy, republic, voting,</p>	<p>Critical Vocabulary Monarchy, democracy, republic, voting,</p>	<p>Critical Vocabulary Monarchy, democracy, republic, voting,</p>	<p>Critical Vocabulary Monarchy, democracy, republic, voting,</p>	<p>Critical Vocabulary Monarchy, democracy, republic, voting,</p>	<p>Critical Vocabulary Monarchy, democracy, republic, voting,</p>

<p>constitutions, laws, statutes, federalism, Declaration of Independence, Constitution, Bill of Rights, participating in community activities, voting in elections, obeying the law, paying taxes, serving on a jury, registering for the military, political, economic, religious, ethnic, natural resources, human resources, capital goods, primary and secondary sources, gender, race, region, ethnic group, age, economic status, religion, political group rise of individual rights, economic freedom, religious diversity, slavery, tariffs, industrialism vs. agrarianism, federal vs. states' rights</p>	<p>constitutions, laws, statutes, federalism, Declaration of Independence, Constitution, Bill of Rights, participating in community activities, voting in elections, obeying the law, paying taxes, serving on a jury, registering for the military, political, economic, religious, ethnic, natural resources, human resources, capital goods, primary and secondary sources, gender, race, region, ethnic group, age, economic status, religion, political group rise of individual rights, economic freedom, religious diversity, slavery, tariffs, industrialism vs. agrarianism, federal vs. states' rights</p>	<p>constitutions, laws, statutes, federalism, Declaration of Independence, Constitution, Bill of Rights, participating in community activities, voting in elections, obeying the law, paying taxes, serving on a jury, registering for the military, political, economic, religious, ethnic, natural resources, human resources, capital goods, primary and secondary sources, gender, race, region, ethnic group, age, economic status, religion, political group rise of individual rights, economic freedom, religious diversity, slavery, tariffs, industrialism vs. agrarianism, federal vs. states' rights</p>	<p>constitutions, laws, statutes, federalism, Declaration of Independence, Constitution, Bill of Rights, participating in community activities, voting in elections, obeying the law, paying taxes, serving on a jury, registering for the military, political, economic, religious, ethnic, natural resources, human resources, capital goods, primary and secondary sources, gender, race, region, ethnic group, age, economic status, religion, political group rise of individual rights, economic freedom, religious diversity, slavery, tariffs, industrialism vs. agrarianism, federal vs. states' rights</p>	<p>constitutions, laws, statutes, federalism, Declaration of Independence, Constitution, Bill of Rights, participating in community activities, voting in elections, obeying the law, paying taxes, serving on a jury, registering for the military, political, economic, religious, ethnic, natural resources, human resources, capital goods, primary and secondary sources, gender, race, region, ethnic group, age, economic status, religion, political group rise of individual rights, economic freedom, religious diversity, slavery, tariffs, industrialism vs. agrarianism, federal vs. states' rights</p>	<p>constitutions, laws, statutes, federalism, Declaration of Independence, Constitution, Bill of Rights, participating in community activities, voting in elections, obeying the law, paying taxes, serving on a jury, registering for the military, political, economic, religious, ethnic, natural resources, human resources, capital goods, primary and secondary sources, gender, race, region, ethnic group, age, economic status, religion, political group rise of individual rights, economic freedom, religious diversity, slavery, tariffs, industrialism vs. agrarianism, federal vs. states' rights</p>
<p>Suggested Strategies/Activities Inquiry based best practice Cooperative Group Work Research using the web</p>	<p>Suggested Strategies/Activities Inquiry based best practice Cooperative Group Work Research using the web</p>	<p>Suggested Strategies/Activities Inquiry based best practice Cooperative Group Work Research using the</p>	<p>Suggested Strategies/Activities Inquiry based best practice Cooperative Group Work Research using the web Interviews with Primary</p>	<p>Suggested Strategies/Activities Inquiry based best practice Cooperative Group Work Research using the web</p>	<p>Suggested Strategies/Activities Inquiry based best practice Cooperative Group Work Research using the web Interviews with Primary</p>

Resources Needed United Streaming History Alive KCCT Coach Book Buckle Down Internet Textbook Brain POP	Resources Needed United Streaming History Alive KCCT Coach Book Buckle Down Internet Textbook Brain POP	Resources Needed United Streaming History Alive KCCT Coach Book Buckle Down Internet Textbook Brain POP	Resources Needed United Streaming History Alive KCCT Coach Book Buckle Down Internet Textbook Brain POP	Resources Needed United Streaming History Alive KCCT Coach Book Buckle Down Internet Textbook Brain POP	Resources Needed United Streaming History Alive KCCT Coach Book Buckle Down Internet Textbook Brain POP
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Weeks 31-33	Weeks 34-36
Unit/Topic Reconstruction	Unit/Topic Summative Course Review
<p style="text-align: center;">In this section IDENTIFY CORE CONTENT 4.1 Common Core Standards</p> <p>SS-08-1.1.1 Students will compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic).</p> <p>SS-08-1.1.2 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).</p> <p>SS-08-1.2.2 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.</p> <p>SS-08-1.3.1 Students will explain and give examples of how significant</p>	<p style="text-align: center;">In this section IDENTIFY CORE CONTENT 4.1 Common Core Standards</p> <p>SS-08-4.1.1 Students will use a variety of geographic tools (maps, photographs, charts, graphs, databases) to interpret patterns and locations on Earth's surface in United States history prior to Reconstruction.</p> <p>SS-08-1.1.2 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).</p> <p>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</p>

United States documents (Declaration of Independence, Constitution, Bill of Rights) established democratic principles and guaranteed certain rights for all citizens.

SS-08-1.3.2 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).

SS-08-2.3.1 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.

SS-08-2.3.2 Students will explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in the United States prior to Reconstruction.

SS-08-3.1.1 Students will explain and give examples of how scarcity required individuals, groups and the government in the United States prior to Reconstruction to make decisions about how productive resources (natural resources, human resources, capital goods) were used.

SS-08-3.2.1 Students will describe the economic system that developed in the United States prior to Reconstruction.

SS-08-3.3.1 Students will explain how in the United States prior to Reconstruction, the prices of goods and services were determined by supply and demand.

SS-08-3.4.1 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.

SS-08-3.4.2 Students will describe how new knowledge, technology/tools and specialization increased productivity in the United States prior to Reconstruction.

resulted in the American Civil War.

SS-08-4.2.1 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).

SS-08-1.1.3 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.

SS-08-3.2.1 Students will describe the economic system that developed in the United States prior to Reconstruction.

SS-08-4.2.2 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-08-1.2.1 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.

SS-08-3.4.1 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.

SS-08-4.3.1 Students will describe patterns of human settlement in the United States prior to Reconstruction and explain how these patterns were influenced by human needs.

SS-08-1.3.1 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.

SS-08-3.4.3 Students will explain how personal, national and international economic activities were interdependent in the United States prior to Reconstruction.

SS-08-5.1.1 Students will use a variety of tools (e.g., primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in U.S. history prior to Reconstruction.

SS-08-5.1.2 Students will explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.

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.

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.

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.

IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.

SS-08-4.3.2 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.

SS-08-1.3.2 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).

SS-08-2.1.1 Students will explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) defined specific groups in the United States prior to Reconstruction and resulted in unique perspectives.

SS-08-3.1.1 Students will explain and give examples of how scarcity required individuals, groups and the government in the United States prior to Reconstruction to make decisions about how productive resources (natural resources, human resources, capital goods) were used.

SS-08-2.3.1 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.

SS-08-3.3.1 Students will explain how in the United States prior to Reconstruction, the prices of goods and services were determined by supply and demand.

SS-08-2.3.2 Students will explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in the United States prior to Reconstruction.

SS-08-3.4.2 Students will describe how new knowledge, technology/tools and specialization increased productivity in the United States prior to Reconstruction.

SS-08-1.1.1 Students will compare purposes and sources of power in the most

	<p>common forms of government (monarchy, democracy, republic).</p> <p>SS-08-3.4.3 Students will explain how personal, national and international economic activities were interdependent in the United States prior to Reconstruction.</p> <p>SS-08-1.2.2 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.</p> <p>SS-08-5.1.1 Students will use a variety of tools (e.g., primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in U.S. history prior to Reconstruction.</p> <p>SS-08-5.1.2 Students will explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.</p> <p>SS-08-5.2.1 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.</p> <p>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.</p> <p>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.</p> <p><i>IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.</i></p>
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Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
<p align="center">Identify Sub-Topics Destruction of the South</p>	<p align="center">Identify Sub-Topics Rebuilding the Union</p>	<p align="center">Identify Sub-Topics Wrap Up</p>	<p align="center">Identify Sub-Topics Geography Culture Government Economics</p>	<p align="center">Identify Sub-Topics Historical Perspective</p>	<p align="center">Identify Sub-Topics Historical Perspective</p>
<p>I CAN STATEMENTS: I can compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic).</p> <p>I can 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).</p> <p>I can explain the reasons why the powers of the state and national/federal governments are sometimes shared and</p>	<p>I CAN STATEMENTS: I can compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic).</p> <p>I can 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).</p> <p>I can explain the reasons why the powers of the state and national/federal governments are sometimes shared and</p>	<p>I CAN STATEMENTS: I can compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic).</p> <p>I can 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).</p> <p>I can explain the reasons why the powers of the state and national/federal governments are</p>	<p>I CAN STATEMENTS: I can use a variety of geographic tools (maps, photographs, charts, graphs, databases) to interpret patterns and locations on Earth's surface in United States history prior to Reconstruction.</p> <p>I can 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).</p> <p>I can describe how places and regions in United States history prior to Reconstruction changed over time as technologies, resources and knowledge became available.</p>	<p>I CAN STATEMENTS: I can explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.</p> <p>I can 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.</p> <p>I can 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</p>	<p>I CAN STATEMENTS: I can explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.</p> <p>I can 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.</p> <p>I can 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</p>

<p>sometimes separate (federalism) and give examples of shared and separate powers.</p> <p>I can 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.</p> <p>I can 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.</p> <p>I can 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</p>	<p>sometimes separate (federalism) and give examples of shared and separate powers.</p> <p>I can 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.</p> <p>I can 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.</p> <p>I can 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</p>	<p>sometimes shared and sometimes separate (federalism) and give examples of shared and separate powers.</p> <p>I can 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.</p> <p>I can 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.</p> <p>I can 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,</p>	<p>I can describe patterns of human settlement in the United States prior to Reconstruction and explain how these patterns were influenced by human needs. DOK 2</p> <p>I can 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.</p> <p>I can explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) defined specific groups in the United States prior to Reconstruction and resulted in unique perspectives.</p> <p>I can explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred among individuals and groups in the United States prior to Reconstruction.</p> <p>I can explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in the United States prior to Reconstruction.</p> <p>I can compare purposes</p>	<p>American Revolution and proved instrumental in the development of a new nation.</p> <p>I can explain how the growth of democracy and geographic expansion occurred and were significant to the development of the United States prior to Reconstruction.</p> <p>I can describe the political, social, economic and cultural differences (e.g., slavery, tariffs, industrialism vs. agrarianism, and federal vs. states 'rights) among sections of the U.S. and explain how these differences resulted in the American Civil War.</p>	<p>motivations for the American Revolution and proved instrumental in the development of a new nation.</p> <p>I can explain how the growth of democracy and geographic expansion occurred and were significant to the development of the United States prior to Reconstruction.</p> <p>I can describe the political, social, economic and cultural differences (e.g., slavery, tariffs, industrialism vs. agrarianism, and federal vs. states 'rights) among sections of the U.S. and explain how these differences resulted in the American Civil War.</p>
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<p>on a jury, registering for the military).</p> <p>I can explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred among individuals and groups in the United States prior to Reconstruction.</p> <p>I can explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in the United States prior to Reconstruction.</p> <p>I can explain and give examples of how scarcity required individuals, groups and the government in the United States prior to Reconstruction to make decisions about how productive resources (natural resources, human resources, capital goods) were used.</p> <p>I can describe the economic system that developed in the United States prior to</p>	<p>on a jury, registering for the military).</p> <p>I can explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred among individuals and groups in the United States prior to Reconstruction.</p> <p>I can explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in the United States prior to Reconstruction.</p> <p>I can explain and give examples of how scarcity required individuals, groups and the government in the United States prior to Reconstruction to make decisions about how productive resources (natural resources, human resources, capital goods) were used.</p> <p>I can describe the economic system that developed in the United States prior to</p>	<p>voting in elections) and duties (e.g., obeying the law, paying taxes, serving on a jury, registering for the military).</p> <p>I can explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred among individuals and groups in the United States prior to Reconstruction.</p> <p>I can explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in the United States prior to Reconstruction.</p> <p>I can explain and give examples of how scarcity required individuals, groups and the government in the United States prior to Reconstruction to make decisions about how productive resources (natural resources, human resources, capital goods) were used.</p>	<p>and sources of power in the most common forms of government (monarchy, democracy, republic).</p> <p>I can 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).</p> <p>I can 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.</p> <p>I can 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</p>		
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<p>Reconstruction.</p> <p>I can explain how in the United States prior to Reconstruction, the prices of goods and services were determined by supply and demand.</p> <p>I can 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.</p> <p>I can describe how new knowledge, technology/tools and specialization increased productivity in the United States prior to Reconstruction.</p> <p>I can explain how personal, national and international economic activities were interdependent in the United States prior to Reconstruction.</p> <p>I can use a variety of tools (e.g., primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and</p>	<p>Reconstruction.</p> <p>I can explain how in the United States prior to Reconstruction, the prices of goods and services were determined by supply and demand.</p> <p>I can 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.</p> <p>I can describe how new knowledge, technology/tools and specialization increased productivity in the United States prior to Reconstruction.</p> <p>I can explain how personal, national and international economic activities were interdependent in the United States prior to Reconstruction.</p> <p>I can use a variety of tools (e.g., primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and</p>	<p>I can describe the economic system that developed in the United States prior to Reconstruction.</p> <p>I can explain how in the United States prior to Reconstruction, the prices of goods and services were determined by supply and demand.</p> <p>I can 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.</p> <p>I can describe how new knowledge, technology/tools and specialization increased productivity in the United States prior to Reconstruction.</p> <p>I can explain how personal, national and international economic activities were interdependent in the United States prior to Reconstruction.</p> <p>I can use a variety of tools (e.g., primary and</p>	<p>checks and balances.</p> <p>I can 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.</p> <p>I can 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.</p> <p>I can 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).</p> <p>I can explain and give examples of how scarcity required individuals, groups and the government in the United States prior to Reconstruction to make decisions about how</p>		
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<p>groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in U.S. history prior to Reconstruction.</p> <p>I can explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.</p> <p>I can 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.</p> <p>I can explain how the growth of democracy and geographic expansion occurred and were significant to the development of the United States prior to Reconstruction.</p>	<p>groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in U.S. history prior to Reconstruction.</p> <p>I can explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.</p> <p>I can 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.</p> <p>I can explain how the growth of democracy and geographic expansion occurred and were significant to the development of the United States prior to Reconstruction.</p>	<p>secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in U.S. history prior to Reconstruction.</p> <p>I can explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.</p> <p>I can 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.</p>	<p>productive resources (natural resources, human resources, capital goods) were used.</p> <p>I can describe the economic system that developed in the United States prior to Reconstruction.</p> <p>I can explain how in the United States prior to Reconstruction, the prices of goods and services were determined by supply and demand.</p> <p>I can 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.</p> <p>I can describe how new knowledge, technology/tools and specialization increased productivity in the United States prior to Reconstruction.</p> <p>I can explain how personal, national and international economic activities were interdependent in the United States prior to Reconstruction.</p> <p>I can use a variety of tools (e.g., primary and secondary sources) to</p>		
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<p>I can describe how places and regions in United States history prior to Reconstruction changed over time as technologies, resources and knowledge became available.</p> <p>I can describe patterns of human settlement in the United States prior to Reconstruction and explain how these patterns were influenced by human needs. DOK 2</p> <p>I can 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.</p>	<p>I can describe how places and regions in United States history prior to Reconstruction changed over time as technologies, resources and knowledge became available.</p> <p>I can describe patterns of human settlement in the United States prior to Reconstruction and explain how these patterns were influenced by human needs. DOK 2</p> <p>I can 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.</p>	<p>I can explain how the growth of democracy and geographic expansion occurred and were significant to the development of the United States prior to Reconstruction.</p> <p>I can describe how places and regions in United States history prior to Reconstruction changed over time as technologies, resources and knowledge became available.</p> <p>I can describe patterns of human settlement in the United States prior to Reconstruction and explain how these patterns were influenced by human needs. DOK 2</p> <p>I can 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.</p>	<p>describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in U.S. history prior to Reconstruction.</p>		
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<p>Critical Vocabulary Monarchy, democracy, republic, voting, constitutions, laws, statutes, federalism, Declaration of Independence, Constitution, Bill of Rights, participating in community activities, voting in elections, obeying the law, paying taxes, serving on a jury, registering for the military, political, economic, religious, ethnic, natural resources, human resources, capital goods, primary and secondary sources, gender, race, region, ethnic group, age, economic status, religion, political group rise of individual rights, economic freedom, religious diversity, slavery, tariffs, industrialism vs. agrarianism, federal vs. states' rights</p>	<p>Critical Vocabulary Monarchy, democracy, republic, voting, constitutions, laws, statutes, federalism, Declaration of Independence, Constitution, Bill of Rights, participating in community activities, voting in elections, obeying the law, paying taxes, serving on a jury, registering for the military, political, economic, religious, ethnic, natural resources, human resources, capital goods, primary and secondary sources, gender, race, region, ethnic group, age, economic status, religion, political group rise of individual rights, economic freedom, religious diversity, slavery, tariffs, industrialism vs. agrarianism, federal vs. states' rights</p>	<p>Critical Vocabulary Monarchy, democracy, republic, voting, constitutions, laws, statutes, federalism, Declaration of Independence, Constitution, Bill of Rights, participating in community activities, voting in elections, obeying the law, paying taxes, serving on a jury, registering for the military, political, economic, religious, ethnic, natural resources, human resources, capital goods, primary and secondary sources, gender, race, region, ethnic group, age, economic status, religion, political group rise of individual rights, economic freedom, religious diversity, slavery, tariffs, industrialism vs. agrarianism, federal vs. states' rights</p>	<p>Critical Vocabulary Maps, photographs, charts, graphs, databases, dams, roads, urban centers, mountains, bodies of water, exploration, migration, trade, settlement, language, the arts, customs, beliefs, literature, political, economic, religious, ethnic, technology, Monarchy, democracy, republic, voting, constitutions, laws, statutes, amendments, court cases, executive actions, federalism, Declaration of Independence, Constitution, Bill of Rights, participating in community activities, voting in elections, obeying the law, paying taxes, serving on a jury, registering for the military, natural resources, human resources, capital goods.</p>	<p>Critical Vocabulary Primary and secondary sources, gender, race, region, ethnic group, age, economic status, religion, political group, individual rights, economic freedom, religious diversity, slavery, tariffs, industrialism vs. agrarianism, and federal vs. states' rights.</p>	<p>Critical Vocabulary Primary and secondary sources, gender, race, region, ethnic group, age, economic status, religion, political group, individual rights, economic freedom, religious diversity, slavery, tariffs, industrialism vs. agrarianism, and federal vs. states' rights.</p>
<p>Suggested</p>	<p>Suggested</p>	<p>Suggested</p>	<p>Suggested</p>	<p>Suggested</p>	<p>Suggested</p>

<p>Strategies/Activities Inquiry based best practice Cooperative Group Work Research using the web Interviews with Primary Sources Vocabulary Enhancement Activities Interpreting Secondary Sources Marzano’s compare/contrast strategy Writing For Understanding</p>	<p>Strategies/Activities Inquiry based best practice Cooperative Group Work Research using the web Interviews with Primary Sources Vocabulary Enhancement Activities Interpreting Secondary Sources Marzano’s compare/contrast strategy Writing For Understanding</p>	<p>Strategies/Activities Inquiry based best practice Cooperative Group Work Research using the web Interviews with Primary Sources Vocabulary Enhancement Activities Interpreting Secondary Sources Marzano’s compare/contrast strategy Writing For Understanding</p>	<p>Strategies/Activities Inquiry based best practice Cooperative Group Work Research using the web Interviews with Primary Sources Vocabulary Enhancement Activities Interpreting Secondary Sources Marzano’s compare/contrast strategy Writing For Understanding</p>	<p>Strategies/Activities Inquiry based best practice Cooperative Group Work Research using the web Interviews with Primary Sources Vocabulary Enhancement Activities Interpreting Secondary Sources Marzano’s compare/contrast strategy Writing For Understanding</p>	<p>Strategies/Activities Inquiry based best practice Cooperative Group Work Research using the web Interviews with Primary Sources Vocabulary Enhancement Activities Interpreting Secondary Sources Marzano’s compare/contrast strategy Writing For Understanding</p>
<p>Balanced Assessment: Formative Clickers/CPS Thumbs Up Exit Slips Quick writes Response Boards</p> <p>Summative Constructed Response Multiple Choice On Demand Design of Authentic Products Open Response</p>	<p>Balanced Assessment: Formative Clickers/CPS Thumbs Up Exit Slips Quick writes Response Boards</p> <p>Summative Constructed Response Multiple Choice On Demand Design of Authentic Products Open Response</p>	<p>Balanced Assessment: Formative Clickers/CPS Thumbs Up Exit Slips Quick writes Response Boards</p> <p>Summative Constructed Response Multiple Choice On Demand Design of Authentic Products Open Response</p>	<p>Balanced Assessment: Formative Clickers/CPS Thumbs Up Exit Slips Quick writes Response Boards</p> <p>Summative Constructed Response Multiple Choice On Demand Design of Authentic Products Open Response</p>	<p>Balanced Assessment: Formative Clickers/CPS Thumbs Up Exit Slips Quick writes Response Boards</p> <p>Summative Constructed Response Multiple Choice On Demand Design of Authentic Products Open Response</p>	<p>Balanced Assessment: Formative Clickers/CPS Thumbs Up Exit Slips Quick writes Response Boards</p> <p>Summative Constructed Response Multiple Choice On Demand Design of Authentic Products Open Response</p>

<p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>
<p>Resources Needed United Streaming History Alive KCCT Coach Book Buckle Down Internet Textbook Brain POP</p>	<p>Resources Needed United Streaming History Alive KCCT Coach Book Buckle Down Internet Textbook Brain POP</p>	<p>Resources Needed United Streaming History Alive KCCT Coach Book Buckle Down Internet Textbook Brain POP</p>	<p>Resources Needed United Streaming History Alive KCCT Coach Book Buckle Down Internet Textbook Brain POP</p>	<p>Resources Needed United Streaming History Alive KCCT Coach Book Buckle Down Internet Textbook Brain POP</p>	<p>Resources Needed United Streaming History Alive KCCT Coach Book Buckle Down Internet Textbook Brain POP</p>