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	Unit/Topic
Themes of Social Studies	The Americas
In this section IDENTIFY	In this section IDENTIFY
CORE CONTENT 4.1	CORE CONTENT 4.1
Common Core Standards	Common Core Standards
SS-08-4.1.1 Students will use a variety of geographic tools (maps,	SS-08-5.1.1 Students will use a variety of tools (e.g., primary and secondary
photographs, charts, graphs, databases) to interpret patterns and locations	sources) to describe and explain historical events and conditions and to
on Earth's surface in United States history prior to Reconstruction.	analyze the perspectives of different individuals and groups (e.g., gender,

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).

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.

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

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-08-2.1.1 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.

(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.

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-08-4.3.2 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.

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	
Identify	Identify	Identify	Identify	Identify	Identify	
Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	
Geography Culture	Government Economics	Historical Perspectives and Tools	Introduction Hunter/Gatherers	First Civilizations (Inca, Maya, Aztec)	Native Americans and Their Environment Kingdoms of West Africa	
I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	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.	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	I can explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.	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	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	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	
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).	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). I can describe and give examples of the ways the Constitution of the United States is a	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. I can explain and give examples of how the ideals of equality and personal liberty (rise of	and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in U.S. history prior to Reconstruction. I can explain how history is a series of connected events shaped by multiple cause-and- effect relationships and give examples of those relationships.	groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in U.S. history prior to Reconstruction. I can explain how history is a series of connected events shaped by multiple cause-and- effect relationships and give examples of those relationships.	group, age, economic status, religion, political group) in U.S. history prior to Reconstruction. I can explain how history is a series of connected events shaped by multiple cause- and-effect relationships and give examples of those relationships. I can explain events and conditions that led to the "Great Convergence" of	
I can describe how places and regions in United States history prior to Reconstruction changed over time as technologies, resources	document that can be changed from time to time through both formal and informal processes (e.g., amendments, court cases, executive actions)	individual rights, economic freedom, religious diversity) that developed during the colonial period, were	I can explain events and conditions that led to the "Great Convergence" of European, African and Native American people	I can explain events and conditions that led to the "Great Convergence" of European, African and Native American people	European, African and Native American people beginning in the late 15th century, and analyze how America's diverse society	

and knowledge became	to meet the needs of its	motivations for the	beginning in the late	beginning in the late	developed as a result of
available.	citizens.	American Revolution and	15th century, and	15th century, and	these events.
Leon describe restores of	Loon identify the three	proved instrumental in	analyze how America's	analyze how America's	
I can describe patterns of	I can identify the three	the development of a new	diverse society	diverse society	I can explain how elements
human settlement in the United States prior to	branches of government, describe their functions	nation.	developed as a result of	developed as a result of	of culture (e.g., language,
Reconstruction and	and analyze and give		these events.	these events.	the arts, customs, beliefs,
explain how these	examples of the ways the	I can explain how the			literature) defined specific
patterns were influenced	U.S. Constitution	growth of democracy and	I can explain how	I can explain how	groups in the United States
by human needs. DOK 2	separates power among	geographic expansion	elements of culture (e.g.,	elements of culture (e.g.,	prior to Reconstruction and
	the legislative, executive	occurred and were	language, the arts,	language, the arts,	resulted in unique
I can explain why and	and judicial branches to	significant to the	customs, beliefs,	customs, beliefs,	perspectives.
give examples of how	prevent the	-			perspectives.
human populations	concentration of political	development of the	literature) defined	literature) defined	I can explain how conflict
changed and/or migrated	power and to establish a	United States prior to	specific groups in the	specific groups in the	and competition (e.g.,
because of factors such	system of checks and	Reconstruction.	United States prior to	United States prior to	political, economic,
as war, disease,	balances.	I can describe the	Reconstruction and	Reconstruction and	
economic opportunity	Lean avalain the reasons		resulted in unique	resulted in unique	religious, ethnic) occurred
and technology in the United States prior to	I can explain the reasons why the powers of the	political, social, economic	perspectives.	perspectives.	among individuals and
Reconstruction.	state and	and cultural differences			groups in the United States
Neconstruction.	national/federal	(e.g., slavery, tariffs,	I can explain how conflict	I can explain how conflict	prior to Reconstruction.
l can explain how	governments are	industrialism vs.	and competition (e.g.,	and competition (e.g.,	
elements of culture (e.g.,	sometimes shared and	agrarianism, and federal	political, economic,	political, economic,	I can explain how
language, the arts,	sometimes separate	vs. states 'rights) among	religious, ethnic)	religious, ethnic)	compromise and
customs, beliefs,	(federalism) and give	sections of the U.S. and	occurred among	occurred among	cooperation were possible
literature) defined	examples of shared and	explain how these	individuals and groups in	individuals and groups in	choices to resolve conflict
specific groups in the	separate powers.	differences resulted in the	the United States prior	the United States prior to	among individuals and
United States prior to		American Civil War.	to Reconstruction.	Reconstruction.	groups in the United States
Reconstruction and	I can explain and give				prior to Reconstruction.
resulted in unique	examples of how significant United States		I can explain how	I can explain how	
perspectives.	documents (Declaration		compromise and	compromise and	I can use a variety of
I can explain how conflict	of Independence,		cooperation were	cooperation were	geographic tools (maps,
and competition (e.g.,	Constitution, Bill of		possible choices to	possible choices to	photographs, charts, graphs,
political, economic,	Rights) established		resolve conflict among	resolve conflict among	databases) to interpret
religious, ethnic)	democratic principles and		-	-	patterns and locations on
occurred among	guaranteed certain rights		individuals and groups in	individuals and groups in	Earth's surface in United
individuals and groups in	for all citizens.		the United States prior	the United States prior to	States history prior to
the United States prior to			to Reconstruction.	Reconstruction.	Reconstruction.
Reconstruction.	I can explain and give		Lean use a veriety of	Lean use a veriety of	
I can ovalain how	examples of how, in		I can use a variety of	I can use a variety of	I can describe patterns of
I can explain how compromise and	order for the U.S.		geographic tools (maps,	geographic tools (maps,	human settlement in the
cooperation were	government to function		photographs, charts,	photographs, charts,	
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possible choices to	as a domocracy citizons	graphs databases) to	graphs databases) to	United States prior to
-	as a democracy, citizens must assume	graphs, databases) to	graphs, databases) to	
resolve conflict among individuals and groups in	responsibilities (e.g.,	interpret patterns and	interpret patterns and	Reconstruction and explain
the United States prior to	participating in	locations on Earth's	locations on Earth's	how these patterns were
Reconstruction.	community activities,	surface in United States	surface in United States	influenced by human needs.
Reconstruction.	voting in elections) and	history prior to	history prior to	
	duties (e.g., obeying the	Reconstruction.	Reconstruction.	I can explain why and give
	law, paying taxes, serving			examples of how human
	on a jury, registering for	I can describe patterns of	I can describe patterns of	populations changed and/or
	the military).	human settlement in the	human settlement in the	migrated because of factors
		United States prior to	United States prior to	such as war, disease,
	I can explain and give	Reconstruction and	Reconstruction and	economic opportunity and
	examples of how scarcity	explain how these	explain how these	technology in the United
	required individuals,	-	•	
	groups and the	patterns were influenced	patterns were influenced	States prior to
	government in the	by human needs.	by human needs.	Reconstruction.
	United States prior to			
	Reconstruction to make	I can explain why and	I can explain why and	
	decisions about how	give examples of how	give examples of how	
	productive resources	human populations	human populations	
	(natural resources,	changed and/or	changed and/or migrated	
	human resources, capital	migrated because of	because of factors such	
	goods) were used.	factors such as war,	as war, disease,	
	I can describe the	disease, economic	economic opportunity	
	economic system that	opportunity and	and technology in the	
	developed in the United	technology in the United	United States prior to	
	States prior to		-	
	Reconstruction.	States prior to	Reconstruction.	
		Reconstruction.		
	I can explain how in the			
	United States prior to			
	Reconstruction, the			
	prices of goods and			
	services were			
	determined by supply			
	and demand.			
	Lean ovnlain wave in			
	l can explain ways in which the basic economic			
	questions about the			
	production, distribution			
	and consumption of			
	goods and services were			
	BOOUS and Services were			

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	addressed in the United				
	States prior to				
	Reconstruction.				
	I can describe how new				
	knowledge,				
	technology/tools and				
	specialization increased				
	productivity in the United				
	States prior to				
	Reconstruction.				
	I can explain how				
	personal, national and				
	international economic				
	activities were				
	interdependent in the				
	United States prior to				
	Reconstruction.				
	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.				
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary
Maps, photographs,	Monarchy, democracy,	Primary and secondary	Language, The Arts,	Language, The Arts,	Language, The Arts,
charts, graphs,	republic, voting,	sources, gender, race,	Customs, Beliefs,	Customs, Beliefs,	Customs, Beliefs,
databases, dams, roads,	constitutions, laws,	region, ethnic group, age,	Literature, Political,	Literature, Political,	Literature, Political,
urban centers,	statutes, amendments,	economic status, religion,	Economic, Religious,	Economic, Religious,	Economic, Religious,
mountains, bodies of	court cases, executive	political group, individual	Ethnic, Compromise,	Ethnic, Compromise,	Ethnic, Compromise,
water, exploration,	actions, federalism,	rights, economic freedom,	Cooperation, Maps,	Cooperation, Maps,	Cooperation, Maps,
		1		Sooperation, maps,	

migration, trade, settlement, language, the arts, customs, beliefs, literature, political, economic, religious, ethnic, technology.	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.	religious diversity, slavery, tariffs, industrialism vs. agrarianism, and federal vs. states' rights.	Photographs, Charts, Graphs, Databases, Primary and Secondary Sources, Gender, Race, Region, Ethnic Groups, Age, Economic Status, Religion, Political Groups	Photographs, Charts, Graphs, Databases, Primary and Secondary Sources, Gender, Race, Region, Ethnic Groups, Age, Economic Status, Religion, Political Groups	Photographs, Charts, Graphs, Databases, Primary and Secondary Sources, Gender, Race, Region, Ethnic Groups, Age, Economic Status, Religion, Political Groups
Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities
Inquiry based best	Inquiry based best	Inquiry based best	Inquiry based best	Inquiry based best	Inquiry based best
practice	practice	practice	practice	practice	practice
Cooperative Group	Cooperative Group	Cooperative Group	Cooperative Group	Cooperative Group	Cooperative Group Work
Work	Work	Work	Work	Work	Research using the web
Research using the web	Research using the web	Research using the web	Research using the	Research using the web	Interviews with Primary
Interviews with Primary	Interviews with Primary	Interviews with Primary	web	Interviews with	Sources
Sources	Sources	Sources	Interviews with	Primary Sources	Vocabulary Enhancement
Vocabulary	Vocabulary	Vocabulary	Primary Sources	Vocabulary	Activities
Enhancement Activities	Enhancement Activities	Enhancement Activities	Vocabulary	Enhancement Activities	Interpreting Secondary
Interpreting Secondary	Interpreting Secondary	Interpreting Secondary	Enhancement Activities	Interpreting Secondary	Sources
Sources	Sources	Sources	Interpreting Secondary	Sources	Marzano's
Marzano's	Marzano's	Marzano's	Sources	Marzano's	compare/contrast
compare/contrast	compare/contrast	compare/contrast	Marzano's	compare/contrast	strategy
strategy	strategy	strategy	compare/contrast	strategy	Writing For Understanding
Writing For	Writing For	Writing For	strategy	Writing For	
Understanding	Understanding	Understanding	Writing For	Understanding	
			Understanding		

| Balanced Assessment: |
|---|---|---|---|---|---|
| Formative | Formative | Formative | Formative | Formative | Formative |
| Clickers/CPS | Clickers/CPS | Clickers/CPS | Clickers/CPS | Clickers/CPS | Clickers/CPS |
| Thumbs Up |
| Exit Slips |
| Quick writes |
| Response Boards |
| Summative | Summative | Summative | Summative | Summative | Summative |
| Constructed Response |
| Multiple Choice |
| On Demand |
| Design of Authentic |
| Products | Products | Products | Products | Products | Products |
| Open Response |
| 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 7-9	Weeks 10-12
Unit/Topic	Unit/Topic
Age Of Exploration	Colonization
In this section IDENTIFY	In this section IDENTIFY
CORE CONTENT 4.1	CORE CONTENT 4.1
Common Core Standards	Common Core Standards
SS-08-1.1.1 Students will compare purposes and sources of power in the	SS-08-1.1.1 Students will compare purposes and sources of power in the
most common forms of government (monarchy, democracy, republic).	most common forms of government (monarchy, democracy, republic).
SS-08-2.1.1 Students will explain how elements of culture (e.g., language,	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	the arts, customs, beliefs, literature) defined specific groups in the United
States prior to Reconstruction and resulted in unique perspectives.	States prior to Reconstruction and resulted in unique perspectives.
SS-08-2.3.1 Students will explain how conflict and competition (e.g.,	SS-08-2.3.1 Students will explain how conflict and competition (e.g.,
political, economic, religious, ethnic) occurred among individuals and groups	political, economic, religious, ethnic) occurred among individuals and
in the United States prior to Reconstruction.	groups in the United States prior to Reconstruction.
SS-08-2.3.2 Students will explain how compromise and cooperation were	SS-08-2.3.2 Students will explain how compromise and cooperation were
possible choices to resolve conflict among individuals and groups in the	possible choices to resolve conflict among individuals and groups in the
United States prior to Reconstruction.	United States prior to Reconstruction.
SS-08-3.1.1 Students will explain and give examples of how scarcity required	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	individuals, groups and the government in the United States prior to
Reconstruction to make decisions about how productive resources (natural	Reconstruction to make decisions about how productive resources (natural
resources, human resources, capital goods) were used.	resources, human resources, capital goods) were used.
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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.

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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).

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

individuals and groups in	individuals and groups in	I can explain how	groups in the United	ethnic) occurred among	prior to Reconstruction.
the United States prior to	the United States prior to	compromise and	States prior to	individuals and groups	
Reconstruction.	Reconstruction.	cooperation were possible	Reconstruction.	in the United States	I can explain how
		choices to resolve conflict		prior to Reconstruction.	compromise and
I can explain how	I can explain how	among individuals and	l can explain how		cooperation were possible
compromise and	compromise and	groups in the United States	compromise and	I can explain how	choices to resolve conflict
cooperation were	cooperation were	prior to Reconstruction.	cooperation were possible	compromise and	among individuals and
possible choices to	possible choices to	-	choices to resolve conflict	cooperation were	groups in the United States
resolve conflict among	resolve conflict among	I can explain and give	among individuals and	possible choices to	prior to Reconstruction.
individuals and groups in	individuals and groups in	examples of how scarcity	groups in the United	resolve conflict among	
the United States prior to	the United States prior to	required individuals,	States prior to	individuals and groups	I can explain and give
Reconstruction.	Reconstruction.	groups and the government	Reconstruction.	in the United States	examples of how scarcity
		in the United States prior to		prior to Reconstruction.	required individuals,
I can explain and give	I can explain and give	Reconstruction to make	I can explain and give		groups and the
examples of how scarcity	examples of how scarcity	decisions about how	examples of how scarcity	I can explain and give	government in the United
required individuals,	required individuals,	productive resources	required individuals,	examples of how	States prior to
groups and the	groups and the	(natural resources, human	groups and the	scarcity required	Reconstruction to make
government in the	government in the	resources, capital goods)	government in the United	individuals, groups and	decisions about how
United States prior to	United States prior to	were used.	States prior to	the government in the	productive resources
Reconstruction to make	Reconstruction to make		Reconstruction to make	United States prior to	(natural resources, human
decisions about how	decisions about how	l can explain ways in which	decisions about how	Reconstruction to make	resources, capital goods)
productive resources	productive resources	the basic economic	productive resources	decisions about how	were used.
(natural resources,	(natural resources,	questions about the	(natural resources, human	productive resources	
human resources, capital	human resources, capital	production, distribution	resources, capital goods)	(natural resources,	I can explain ways in which
goods) were used.	goods) were used.	and consumption of goods	were used.	human resources,	the basic economic
		and services were		capital goods) were	questions about the
I can explain ways in	I can explain ways in	addressed in the United	l can explain ways in	used.	production, distribution
which the basic	which the basic	States prior to	which the basic economic		and consumption of goods
economic questions	economic questions	Reconstruction.	questions about the	l can explain ways in	and services were
about the production,	about the production,		production, distribution	which the basic	addressed in the United
distribution and	distribution and	I can use a variety of	and consumption of goods	economic questions	States prior to
consumption of goods	consumption of goods	geographic tools (maps,	and services were	about the production,	Reconstruction.
and services were	and services were	photographs, charts,	addressed in the United	distribution and	
addressed in the United	addressed in the United	graphs, databases) to	States prior to	consumption of goods	I can use a variety of
States prior to	States prior to	interpret patterns and	Reconstruction.	and services were	geographic tools (maps,
Reconstruction.	Reconstruction.	locations on Earth's surface		addressed in the United	photographs, charts,
		in United States history	I can use a variety of	States prior to	graphs, databases) to
I can use a variety of	I can use a variety of	prior to Reconstruction.	geographic tools (maps,	Reconstruction.	interpret patterns and
geographic tools (maps,	geographic tools (maps,		photographs, charts,		locations on Earth's surface

photographs, charts,	photographs, charts,	I can describe how places	graphs, databases) to	I can use a variety of	in United States history
graphs, databases) to	graphs, databases) to	and regions in United	interpret patterns and	geographic tools (maps,	prior to Reconstruction.
interpret patterns and	interpret patterns and	States history prior to	locations on Earth's	photographs, charts,	
locations on Earth's	locations on Earth's	Reconstruction changed	surface in United States	graphs, databases) to	I can describe how places
surface in United States	surface in United States	over time as technologies,	history prior to	interpret patterns and	and regions in United
history prior to	history prior to	resources and knowledge	Reconstruction.	locations on Earth's	States history prior to
Reconstruction.	Reconstruction.	became available.		surface in United States	Reconstruction changed
			I can describe how places	history prior to	over time as technologies,
I can describe how places	I can describe how places	I can describe patterns of	and regions in United	Reconstruction.	resources and knowledge
and regions in United	and regions in United	human settlement in the	States history prior to		became available.
States history prior to	States history prior to	United States prior to	Reconstruction changed	I can describe how	I can describe patterns of
Reconstruction changed	Reconstruction changed	Reconstruction and explain	over time as technologies,	places and regions in	human settlement in the
over time as	over time as	how these patterns were	resources and knowledge	United States history	United States prior to
technologies, resources	technologies, resources	influenced by human	became available.	prior to Reconstruction	Reconstruction and explain
and knowledge became	and knowledge became	needs.	I can describe patterns of	changed over time as	how these patterns were
available.	available.	I can explain why and give	human settlement in the	technologies, resources	influenced by human
I can describe patterns of	I can describe patterns of	examples of how human	United States prior to	and knowledge became	needs.
human settlement in the	human settlement in the	populations changed	Reconstruction and	available.	neeus.
				Leon describe nottorne	I can explain why and give
United States prior to	United States prior to	and/or migrated because of	explain how these patterns were influenced	I can describe patterns of human settlement in	examples of how human
Reconstruction and explain how these	Reconstruction and explain how these	factors such as war,	•	the United States prior	populations changed
•	•	disease, economic	by human needs.		and/or migrated because
patterns were influenced	patterns were influenced	opportunity and	I can explain why and give	to Reconstruction and	of factors such as war,
by human needs.	by human needs.	technology in the United	examples of how human	explain how these	disease, economic
I can explain why and	I can explain why and	States prior to	populations changed	patterns were	opportunity and
give examples of how	give examples of how	Reconstruction.	and/or migrated because	influenced by human	technology in the United
human populations	human populations	I can use a variety of tools	of factors such as war,	needs.	States prior to
changed and/or migrated	changed and/or migrated	(e.g., primary and	disease, economic	I can explain why and	Reconstruction.
because of factors such	because of factors such	secondary sources) to	opportunity and	give examples of how	
as war, disease,	as war, disease,	describe and explain	technology in the United	human populations	I can use a variety of tools
economic opportunity	economic opportunity	historical events and	States prior to	changed and/or	(e.g., primary and
and technology in the	and technology in the	conditions and to analyze	Reconstruction.	migrated because of	secondary sources) to
United States prior to	United States prior to	the perspectives of		factors such as war	describe and explain

I can use a variety of tools (e.g., primary and secondary sources) to

United States prior to

Reconstruction.

tools (e.g., primary and secondary sources) to

I can use a variety of

United States prior to

Reconstruction.

the perspectives of different individuals and

groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in U.S.

I can use a variety of tools (e.g., primary and secondary sources) to describe and explain historical events and

factors such as war, disease, economic opportunity and technology in the United States prior to

the perspectives of different individuals and groups (e.g., gender, race,

conditions and to analyze

historical events and

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.

I can explain how history is a series of connected events shaped by multiple cause-andeffect relationships and give examples of those relationships.

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.

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.

I can explain how history is a series of connected events shaped by multiple cause-andeffect relationships and give examples of those relationships.

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.

history prior to **Reconstruction.**

I can explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.

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.

conditions and to analyze **Reconstruction.** the perspectives of

I can use a variety of tools (e.g., primary and groups (e.g., gender, race, secondary sources) to region, ethnic group, age, describe and explain economic status, religion, historical events and conditions and to analyze the perspectives of I can explain how history different individuals and groups (e.g., events shaped by multiple gender, race, region, ethnic group, age, economic status. religion, political group) in U.S. history prior to

Reconstruction.

I can explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.

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

region, ethnic group, age, economic status, religion, political group) in U.S. history prior to **Reconstruction.**

I can explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.

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.

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).

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. I can describe and give

different individuals and

political group) in U.S.

is a series of connected

relationships and give

history prior to

Reconstruction.

cause-and-effect

examples of those

relationships.

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	these events.	
				these events.	
			laws (e.g., constitutions,	I can describe and give	
			laws, statutes).	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).	
				, ,	
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary
Monarchy, Democracy,	Monarchy, Democracy,	Monarchy, Democracy,	Monarchy, Democracy,	Monarchy,	Monarchy, Democracy,
Republic, language, the	Republic, language, the	Republic, language, the	Republic, language, the	Democracy, Republic,	Republic, language, the
arts, customs, beliefs,	arts, customs, beliefs,	arts, customs, beliefs,	arts, customs, beliefs,	language, the arts,	arts, customs, beliefs,
literature, political,	literature, political,	literature, political,	literature, political,	customs, beliefs,	literature, political,
economic, religious, ethnic, natural resources,	economic, religious, ethnic, natural resources,	economic, religious, ethnic, natural resources, human	economic, religious, ethnic, natural resources,	literature, political, economic, religious,	economic, religious, ethnic, natural resources, human
human resources, capital	human resources, capital	resources, capital goods,	human resources, capital	ethnic, natural	resources, capital goods,
goods, maps,	goods, maps,	maps, photographs, charts,	goods, maps,	resources, human	maps, photographs, charts,
photographs, charts,	photographs, charts,	graphs, databases, gender,	photographs, charts,	resources, capital	graphs, databases, gender,
graphs, databases,	graphs, databases,	race, region, ethnic group,	graphs, databases,	goods, maps,	race, region, ethnic group,
gender, race, region,	gender, race, region,	age, economic status,	gender, race, region,	photographs, charts,	age, economic status,
ethnic group, age,	ethnic group, age,	religion, political group	ethnic group, age,	graphs, databases,	religion, political group,
economic status,	economic status,		economic status, religion,	gender, race, region,	voting
religion, political group	religion, political group		political group, voting	ethnic group, age,	
				economic status, religion, political group,	
				voting	
L	I	1	1	1	1]

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

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	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed
United Streaming	United Streaming	United Streaming	United Streaming	United Streaming	United Streaming
History Alive	History Alive	History Alive	History Alive	History Alive	History Alive
KCCT Coach Book	KCCT Coach Book	KCCT Coach Book	KCCT Coach Book	KCCT Coach Book	KCCT Coach Book
Buckle Down	Buckle Down	Buckle Down	Buckle Down	Buckle Down	Buckle Down
Internet	Internet	Internet	Internet	Internet	Internet
Textbook	Textbook	Textbook	Textbook	Textbook	Textbook
Brain POP	Brain POP	Brain POP	Brain POP	Brain POP	Brain POP

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

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.

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-08-1.3.1 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.

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. 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-08-1.3.1 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.

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 13	Week 14	Week 15	Week 16	Week 17	Week 18
Identify	Identify	Identify	Identify	Identify	Identify
Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics
The French and Indian	The Causes of the	The War	Forms of Government	A Constitution is the	Parts of the
War Affects	American Revolution	Victory	The Articles of	Answer	Constitution
The Causes of the American Revolution	The Declaration of Independence	Important People, Places and Symbols	Confederation and its Weaknesses	Effects of Constitution on Everyday Life Federalism	

I can compare purposes I ca and sources of power in and	I CAN STATEMENTS: can compare purposes nd sources of power in ne most common forms f government	I CAN STATEMENTS: I can compare purposes and sources of power in the	I CAN STATEMENTS: I can compare purposes and sources of power in	I CAN STATEMENTS: I can compare purposes	I CAN STATEMENTS: I can compare purposes
and sources of power in and	nd sources of power in ne most common forms	sources of power in the			
	e most common forms	•		and sources of power in	and sources of power in
		most common forms of	the most common forms	the most common forms	the most common forms
of government of g		government (monarchy,	of government (monarchy,	of government	of government
	nonarchy, democracy,	democracy, republic).	democracy, republic).	(monarchy, democracy,	(monarchy, democracy,
	epublic).	activeracy, republicy.	acinocracy, republicj.	republic).	republic).
	public).	I can explain how elements	I can explain how	republicj.	
I can explain how I ca	can explain how	of culture (e.g., language,	elements of culture (e.g.,	I can explain how	I can explain how
elements of culture (e.g., elements	ements of culture (e.g.,	the arts, customs, beliefs,	language, the arts,	elements of culture (e.g.,	elements of culture (e.g.,
language, the arts, lang	nguage, the arts,	literature) defined specific	customs, beliefs,	language, the arts,	language, the arts,
customs, beliefs, cus	ustoms, beliefs,	groups in the United States	literature) defined specific	customs, beliefs,	customs, beliefs,
literature) defined lite	erature) defined	prior to Reconstruction and	groups in the United	literature) defined	literature) defined specific
specific groups in the spe	pecific groups in the	resulted in unique	States prior to	specific groups in the	groups in the United
United States prior to Uni	nited States prior to	perspectives.	Reconstruction and	United States prior to	States prior to
Reconstruction and Rec	econstruction and		resulted in unique	Reconstruction and	Reconstruction and
resulted in unique resu	esulted in unique	I can explain how conflict	perspectives.	resulted in unique	resulted in unique
perspectives. per	erspectives.	and competition (e.g.,		perspectives.	perspectives.
	-	political, economic,	I can explain how conflict		
I can explain how conflict I ca	can explain how conflict	religious, ethnic) occurred	and competition (e.g.,	I can explain how conflict	I can explain how conflict
and competition (e.g., and	nd competition (e.g.,	among individuals and	political, economic,	and competition (e.g.,	and competition (e.g.,
political, economic, poli	olitical, economic,	groups in the United States	religious, ethnic) occurred	political, economic,	political, economic,
religious, ethnic) reli	eligious, ethnic)	prior to Reconstruction.	among individuals and	religious, ethnic)	religious, ethnic) occurred
occurred among occ	ccurred among		groups in the United	occurred among	among individuals and
individuals and groups in indi	dividuals and groups in	I can explain how	States prior to	individuals and groups in	groups in the United
the United States prior the	e United States prior	compromise and	Reconstruction.	the United States prior to	States prior to
to Reconstruction. to F	Reconstruction.	cooperation were possible		Reconstruction.	Reconstruction.
		choices to resolve conflict	I can explain how		
-	can explain how	among individuals and	compromise and	I can explain how	I can explain how
	ompromise and	groups in the United States	cooperation were possible	compromise and	compromise and
-	poperation were	prior to Reconstruction.	choices to resolve conflict	cooperation were	cooperation were possible
-	ossible choices to	I can explain and give	among individuals and	possible choices to	choices to resolve conflict
-	solve conflict among	1 0	groups in the United	resolve conflict among	among individuals and
	dividuals and groups in	examples of how scarcity	States prior to	individuals and groups in	groups in the United
the United States prior the	e United States prior	required individuals, groups	Reconstruction.	the United States prior to	States prior to
to Reconstruction. to F	Reconstruction.	and the government in the	Leon evalete and stud	Reconstruction.	Reconstruction.
		United States prior to	I can explain and give	Leon evaluin and since	
	can explain and give	Reconstruction to make	examples of how scarcity	I can explain and give	I can explain and give
examples of how scarcity exa	camples of how scarcity	decisions about how	required individuals,	examples of how scarcity	examples of how scarcity

required individuals, required individuals, groups and the required individuals, required individuals. productive resources groups and the groups and the (natural resources, human government in the United groups and the groups and the government in the government in the resources, capital goods) government in the government in the United States prior to United States prior to United States prior to were used. **Reconstruction to make** United States prior to States prior to Reconstruction to make Reconstruction to make decisions about how Reconstruction to make Reconstruction to make I can explain ways in which decisions about how decisions about how decisions about how productive resources decisions about how the basic economic productive resources productive resources (natural resources, human productive resources productive resources questions about the (natural resources, (natural resources, resources, capital goods) (natural resources, (natural resources, human production, distribution and human resources, capital human resources, capital were used. human resources, capital resources, capital goods) consumption of goods and goods) were used. goods) were used. goods) were used. were used. services were addressed in I can explain ways in which I can explain ways in I can explain ways in the United States prior to I can explain ways in I can explain ways in the basic economic which the basic economic which the basic which the basic Reconstruction. questions about the which the basic economic questions questions about the economic questions production, distribution economic questions I can use a variety of about the production, about the production. and consumption of goods about the production. production, distribution geographic tools (maps, distribution and distribution and and services were distribution and and consumption of goods photographs, charts, graphs, consumption of goods consumption of goods addressed in the United consumption of goods and services were databases) to interpret States prior to and services were and services were and services were addressed in the United patterns and locations on addressed in the United addressed in the United **Reconstruction.** addressed in the United States prior to Earth's surface in United States prior to States prior to States prior to **Reconstruction.** States history prior to I can use a variety of Reconstruction. **Reconstruction. Reconstruction. Reconstruction.** geographic tools (maps, I can use a variety of I can use a variety of I can use a variety of photographs, charts, I can use a variety of geographic tools (maps, I can describe how places geographic tools (maps, photographs, charts. geographic tools (maps, graphs, databases) to geographic tools (maps, and regions in United States photographs, charts, photographs, charts, interpret patterns and photographs, charts, graphs, databases) to history prior to locations on Earth's graphs, databases) to graphs, databases) to graphs, databases) to interpret patterns and Reconstruction changed interpret patterns and interpret patterns and surface in United States interpret patterns and locations on Earth's over time as technologies, surface in United States locations on Earth's locations on Earth's history prior to locations on Earth's resources and knowledge surface in United States surface in United States surface in United States history prior to **Reconstruction.** became available. history prior to history prior to history prior to Reconstruction. I can describe how places Reconstruction. **Reconstruction.** Reconstruction. I can describe patterns of and regions in United I can describe how places human settlement in the I can describe how places I can describe how places States history prior to I can describe how places and regions in United United States prior to and regions in United and regions in United **Reconstruction changed** and regions in United States history prior to **Reconstruction and explain** States history prior to States history prior to over time as technologies, States history prior to Reconstruction changed how these patterns were **Reconstruction changed Reconstruction changed** resources and knowledge **Reconstruction changed** over time as technologies, influenced by human needs. over time as over time as resources and knowledge over time as became available. technologies, resources technologies, resources technologies, resources became available. I can explain why and give I can describe patterns of and knowledge became and knowledge became and knowledge became

available.	available.	examples of how human	human settlement in the	available.	I can describe patterns of
		populations changed and/or	United States prior to		human settlement in the
can describe patterns of	I can describe patterns of	migrated because of factors	Reconstruction and	I can describe patterns of	United States prior to
human settlement in the	human settlement in the	such as war, disease,	explain how these	human settlement in the	Reconstruction and
United States prior to	United States prior to	economic opportunity and	patterns were influenced	United States prior to	explain how these
Reconstruction and	Reconstruction and	technology in the United	by human needs.	Reconstruction and	patterns were influenced
explain how these	explain how these	States prior to		explain how these	by human needs.
patterns were influenced	patterns were influenced	Reconstruction.	I can explain why and give	patterns were influenced	-
by human needs.	by human needs.		examples of how human	by human needs.	I can explain why and give
		I can use a variety of tools	populations changed		examples of how human
I can explain why and	I can explain why and	(e.g., primary and secondary	and/or migrated because	I can explain why and	populations changed
give examples of how	give examples of how	sources) to describe and	of factors such as war,	give examples of how	and/or migrated because
human populations	human populations	explain historical events and	disease, economic	human populations	of factors such as war,
changed and/or	changed and/or	conditions and to analyze	opportunity and	changed and/or migrated	disease, economic
migrated because of	migrated because of	the perspectives of different	technology in the United	because of factors such	opportunity and
factors such as war,	factors such as war,	individuals and groups (e.g.,	States prior to	as war, disease,	technology in the United
disease, economic	disease, economic	gender, race, region, ethnic	Reconstruction.	economic opportunity	States prior to
opportunity and	opportunity and	group, age, economic status,		and technology in the	Reconstruction.
technology in the United	technology in the United	religion, political group) in	I can use a variety of tools	United States prior to	
States prior to	States prior to	U.S. history prior to	(e.g., primary and	Reconstruction.	I can use a variety of too
Reconstruction.	Reconstruction.	Reconstruction.	secondary sources) to		(e.g., primary and
			describe and explain	I can use a variety of	secondary sources) to
I can use a variety of	I can use a variety of	I can explain how history is	historical events and	tools (e.g., primary and	describe and explain
tools (e.g., primary and	tools (e.g., primary and	a series of connected events	conditions and to analyze	secondary sources) to	historical events and
secondary sources) to	secondary sources) to	shaped by multiple cause-	the perspectives of	describe and explain	conditions and to analyz
describe and explain	describe and explain	and-effect relationships and	different individuals and	historical events and	the perspectives of
historical events and	historical events and	give examples of those	groups (e.g., gender, race,	conditions and to analyze	different individuals and
conditions and to	conditions and to	relationships.	region, ethnic group, age,	the perspectives of	groups (e.g., gender, rac
analyze the perspectives	analyze the perspectives		economic status, religion,	different individuals and	region, ethnic group, age
of different individuals	of different individuals	I can explain events and	political group) in U.S.	groups (e.g., gender,	economic status, religior
and groups (e.g., gender,	and groups (e.g., gender,	conditions that led to the	history prior to	race, region, ethnic	political group) in U.S.
race, region, ethnic	race, region, ethnic	"Great Convergence" of	Reconstruction.	group, age, economic	history prior to
group, age, economic	group, age, economic	European, African and		status, religion, political	Reconstruction.
status, religion, political	status, religion, political	Native American people	I can explain how history is	group) in U.S. history	
group) in U.S. history	group) in U.S. history	beginning in the late 15th	a series of connected	prior to Reconstruction.	I can explain how history
prior to Reconstruction.	prior to Reconstruction.	century, and analyze how	events shaped by multiple		is a series of connected
		America's diverse society	cause-and-effect	I can explain how history	events shaped by multip
I can avalain haw history	L can ovalain how history			is a corios of connected	-

I can explain how history is a series of connected

is a series of connected

I can explain how history

developed as a result of

relationships and give examples of those

is a series of connected events shaped by

cause-and-effect relationships and give events shaped by multiple cause-andeffect relationships and give examples of those relationships.

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.

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.

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 events shaped by multiple cause-andeffect relationships and give examples of those relationships.

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.

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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.

relationships.

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multiple cause-andeffect relationships and give examples of those relationships.

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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

American Revolution and proved instrumental in the development of a new nation. Critical Vocabulary Monarchy, Democracy, Republic, language, the arts, customs, beliefs, literature, political, economic, religious, ethnic, natural resources, human resources, capital	American Revolution and proved instrumental in the development of a new nation. Critical Vocabulary Monarchy, Democracy, Republic, language, the arts, customs, beliefs, literature, political, economic, religious, ethnic, natural resources, human resources, capital	Critical Vocabulary Monarchy, Democracy, Republic, language, the arts, customs, beliefs, literature, political, economic, religious, ethnic, natural resources, human resources, capital goods,	Critical Vocabulary Monarchy, Democracy, Republic, language, the arts, customs, beliefs, literature, political, economic, religious, ethnic, natural resources, human resources, capital	proved instrumental in the development of a new nation. Critical Vocabulary Monarchy, Democracy, Republic, language, the arts, customs, beliefs, literature, political, economic, religious, ethnic, natural resources, human resources, capital	nation. Critical Vocabulary Monarchy, Democracy, Republic, language, the arts, customs, beliefs, literature, political, economic, religious, ethnic, natural resources, human resources, capital
goods, maps, photographs, charts, graphs, databases, gender, race, region, ethnic group, age, economic status, religion, political group, Declaration of Independence, Constitution, Bill of Rights, rise of individual rights, economic freedom, religious diversity	goods, maps, photographs, charts, graphs, databases, gender, race, region, ethnic group, age, economic status, religion, political group, Declaration of Independence, Constitution, Bill of Rights, rise of individual rights, economic freedom, religious diversity	maps, photographs, charts, graphs, databases, gender, race, region, ethnic group, age, economic status, religion, political group, Declaration of Independence, Constitution, Bill of Rights, rise of individual rights, economic freedom, religious diversity	goods, maps, photographs, charts, graphs, databases, gender, race, region, ethnic group, age, economic status, religion, political group, Declaration of Independence, Constitution, Bill of Rights, rise of individual rights, economic freedom, religious diversity	goods, maps, photographs, charts, graphs, databases, gender, race, region, ethnic group, age, economic status, religion, political group, Declaration of Independence, Constitution, Bill of Rights, rise of individual rights, economic freedom, religious diversity	goods, maps, photographs, charts, graphs, databases, gender, race, region, ethnic group, age, economic status, religion, political group, Declaration of Independence, Constitution, Bill of Rights, rise of individual rights, economic freedom, religious diversity
Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities
Inquiry based best	Inquiry based best	Inquiry based best	Inquiry based best	Inquiry based best	Inquiry based best
practice	practice	practice	practice	practice	practice
Cooperative Group	Cooperative Group	Cooperative Group Work	Cooperative Group Work	Cooperative Group	Cooperative Group
Work	Work	Research using the web	Research using the web	Work	Work
Research using the web	Research using the web	Interviews with Primary	Interviews with Primary	Research using the web	Research using the web

Interviews with Primary Sources Vocabulary Enhancement Activities Interpreting Secondary Sources Marzano's compare/contrast strategy Writing For	Interviews with Primary Sources Vocabulary Enhancement Activities Interpreting Secondary Sources Marzano's compare/contrast strategy Writing For	Sources Vocabulary Enhancement Activities Interpreting Secondary Sources Marzano's compare/contrast strategy Writing For Understanding	Sources Vocabulary Enhancement Activities Interpreting Secondary Sources Marzano's compare/contrast strategy Writing For Understanding	Interviews with Primary Sources Vocabulary Enhancement Activities Interpreting Secondary Sources Marzano's compare/contrast strategy Writing For	Interviews with Primary Sources Vocabulary Enhancement Activities Interpreting Secondary Sources Marzano's compare/contrast strategy Writing For
Understanding	Understanding	Understanding	onderstanding	Understanding	Understanding
Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:
Formative	Formative	Formative	Formative	Formative	Formative
Clickers/CPS	Clickers/CPS	Clickers/CPS	Clickers/CPS	Clickers/CPS	Clickers/CPS
Thumbs Up	Thumbs Up	Thumbs Up	Thumbs Up	Thumbs Up	Thumbs Up
Exit Slips	Exit Slips	Exit Slips	Exit Slips	Exit Slips	Exit Slips
Quick writes	Quick writes	Quick writes	Quick writes	Quick writes	Quick writes
Response Boards	Response Boards	Response Boards	Response Boards	Response Boards	Response Boards
Summative	Summative	Summative	Summative	Summative	Summative
Constructed Response	Constructed Response	Constructed Response	Constructed Response	Constructed Response	Constructed Response
Multiple Choice	Multiple Choice	Multiple Choice	Multiple Choice	Multiple Choice	Multiple Choice
On Demand	On Demand	On Demand	On Demand	On Demand	On Demand
Design of Authentic	Design of Authentic	Design of Authentic	Design of Authentic	Design of Authentic	Design of Authentic
Products	Products	Products	Products	Products	Products
Open Response	Open Response	Open Response	Open Response	Open Response	Open Response
Common (PLC Teams will design the common assessments, i.e., grade level,	Common (PLC Teams will design the common assessments, i.e., grade level,	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,	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)
and/or depts)	and/or depts)			and/or depts)	
Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed

| United Streaming |
|------------------|------------------|------------------|------------------|------------------|------------------|
| History Alive |
| KCCT Coach Book |
| Buckle Down |
| Internet | Internet | Internet | Internet | Internet | Internet |
| Textbook | Textbook | Textbook | Textbook | Textbook | Textbook |
| Brain POP |

Weeks 19-21	Weeks 22-24
Unit/Topic	Unit/Topic
United States Constitution	A New Republic
In this section IDENTIFY	In this section IDENTIFY
CORE CONTENT 4.1	CORE CONTENT 4.1
Common Core Standards	Common Core Standards
SS-08-1.1.1 Students will compare purposes and sources of power in the	SS-08-1.1.1 Students will compare purposes and sources of power in the most
most common forms of government (monarchy, democracy, republic).	common forms of government (monarchy, democracy, republic).
SS-08-1.1.2 Students will describe and give examples to support how	SS-08-1.1.2 Students will describe and give examples to support how
democratic government in the United States prior to Reconstruction	democratic government in the United States prior to Reconstruction
functioned to preserve and protect the rights (e.g., voting), liberty and	functioned to preserve and protect the rights (e.g., voting), liberty and
property of their citizens by making, enacting and enforcing appropriate	property of their citizens by making, enacting and enforcing appropriate rules
rules and laws (e.g., constitutions, laws, statutes).	and laws (e.g., constitutions, laws, statutes).
SS-08-1.1.3 Students will describe and give examples of the ways the	SS-08-1.2.2 Students will explain the reasons why the powers of the state and
Constitution of the United States is a document that can be changed from	national/federal governments are sometimes shared and sometimes separate
time to time through both formal and informal processes (e.g.,	(federalism) and give examples of shared and separate powers.
amendments, court cases, executive actions) to meet the needs of its	
citizens.	SS-08-1.3.1 Students will explain and give examples of how significant United
	States documents (Declaration of Independence, Constitution, Bill of Rights)
SS-08-1.2.2 Students will explain the reasons why the powers of the state	established democratic principles and guaranteed certain rights for all citizens.
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-08-1.3.1 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.

DENTIFY 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-08-1.3.2 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.

			sources) to describe and analyze the perspectives region, ethnic group, age history prior to Reconstr SS-08-5.1.2 Students will shaped by multiple cause relationships. SS-08-5.2.2 Students will equality and personal lib religious diversity) that c	use a variety of tools (e.g., explain historical events and of different individuals and e, economic status, religion, uction. explain how history is a ser e-and-effect relationships ar explain and give examples of erty (rise of individual rights leveloped during the colonia tion and proved instrumenta	d conditions and to groups (e.g., gender, race, political group) in U.S. ies of connected events ad give examples of those of how the ideals of s, economic freedom, al period, were motivations
			expansion occurred and States prior to Reconstru IDENTIFY GAPS for Math	explain how the growth of o were significant to the deve action. /Literacy in this section. The avoid gaps in student learni	lopment of the United
	CURRICULUM		expansion occurred and States prior to Reconstru IDENTIFY GAPS for Math	were significant to the devent for the devent of the deven	lopment of the United
Week 19	CURRICULUM Week 20	Week 21	expansion occurred and States prior to Reconstru IDENTIFY GAPS for Math	were significant to the deve action. /Literacy in this section. The avoid gaps in student learning	lopment of the United
Identify	Week 20 Identify	Week 21 Identify	expansion occurred and States prior to Reconstru- IDENTIFY GAPS for Math, taught for 2 – 3 years to Week 22 Identify	were significant to the devent action. /Literacy in this section. The avoid gaps in student learnin CURRICULUM Week 23 Identify	lopment of the United ese topics/skills need to be ing.
	Week 20		expansion occurred and States prior to Reconstru- IDENTIFY GAPS for Math taught for 2 – 3 years to Week 22 Identify Sub-Topics	were significant to the devent option. /Literacy in this section. The avoid gaps in student learnin CURRICULUM Week 23	lopment of the United ese topics/skills need to be ing. Week 24
Identify	Week 20 Identify	Identify	expansion occurred and States prior to Reconstru- IDENTIFY GAPS for Math, taught for 2 – 3 years to Week 22 Identify	were significant to the devent action. /Literacy in this section. The avoid gaps in student learnin CURRICULUM Week 23 Identify	lopment of the United ese topics/skills need to be ing. Week 24 Identify
Identify Sub-Topics	Week 20 Identify Sub-Topics	Identify Sub-Topics	expansion occurred and States prior to Reconstru- IDENTIFY GAPS for Math taught for 2 – 3 years to Week 22 Identify Sub-Topics	were significant to the devent inction. /Literacy in this section. The avoid gaps in student learnin CURRICULUM Week 23 Identify Sub-Topics	lopment of the United ese topics/skills need to be ing. Week 24 Identify Sub-Topics

Flexible Document

I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:
I can compare purposes	I can compare purposes	STATEMENTS:	I can compare purposes	I can compare purposes and	I can compare purposes
and sources of power in	and sources of power in	I can compare purposes	and sources of power in	sources of power in the	and sources of power in
the most common forms	the most common forms	and sources of power in	the most common forms	most common forms of	the most common forms of
of government	of government	the most common	of government	government (monarchy,	government (monarchy,
(monarchy, democracy,	(monarchy, democracy,	forms of government	(monarchy, democracy,	democracy, republic).	democracy, republic).
republic).	republic).	(monarchy, democracy,	republic).	I can describe and give	I can describe and give
I can describe and give	I can describe and give	republic).	I can describe and give	examples to support how	examples to support how
examples to support how	examples to support how	I can describe and give	examples to support how	democratic government in	democratic government in
democratic government	democratic government	examples to support	democratic government	the United States prior to	the United States prior to
in the United States prior	in the United States prior	how democratic	in the United States prior	Reconstruction functioned	Reconstruction functioned
to Reconstruction	to Reconstruction	government in the	to Reconstruction	to preserve and protect the	to preserve and protect the
functioned to preserve	functioned to preserve	United States prior to	functioned to preserve	rights (e.g., voting), liberty	rights (e.g., voting), liberty
and protect the rights	and protect the rights	Reconstruction	and protect the rights	and property of their	and property of their
(e.g., voting), liberty and	(e.g., voting), liberty and	functioned to preserve	(e.g., voting), liberty and	citizens by making, enacting	citizens by making,
property of their citizens	property of their citizens	and protect the rights	property of their citizens	and enforcing appropriate	enacting and enforcing
by making, enacting and	by making, enacting and	(e.g., voting), liberty and	by making, enacting and	rules and laws (e.g.,	appropriate rules and laws
enforcing appropriate	enforcing appropriate	property of their	enforcing appropriate	constitutions, laws,	(e.g., constitutions, laws,
rules and laws (e.g.,	rules and laws (e.g.,	citizens by making,	rules and laws (e.g.,	statutes).	statutes).
constitutions, laws,	constitutions, laws,	enacting and enforcing	constitutions, laws,		
statutes).	statutes).	appropriate rules and	statutes).	I can explain the reasons	I can explain the reasons
		laws (e.g., constitutions,		why the powers of the state	why the powers of the
I can describe and give	I can describe and give	laws, statutes).	I can explain the reasons	and national/federal	state and national/federal
examples of the ways the	examples of the ways the		why the powers of the	governments are sometimes	governments are
Constitution of the	Constitution of the	I can describe and give	state and	shared and sometimes	sometimes shared and
United States is a	United States is a	examples of the ways	national/federal	separate (federalism) and	sometimes separate
document that can be	document that can be	the Constitution of the	governments are	give examples of shared and	(federalism) and give

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.

I c an identify the three branches of government, describe their functions

nent 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.

I c an identify the three branches of government, describe their functions

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.

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

I can explain and give examples of how significant United States documents (Declaration of Independence,

separate powers.

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

examples of how significant United States documents (Declaration of Independence, **Constitution, Bill of Rights)** established democratic principles and guaranteed

examples of shared and

separate powers.

I can explain and give

and analyze and give	and analyze and give	I c an identify the three	Constitution, Bill of	all citizens.	certain rights for all
examples of the ways the	examples of the ways the	branches of	Rights) established		citizens.
U.S. Constitution	U.S. Constitution	government, describe	democratic principles	I can explain and give	
separates power among	separates power among	their functions and	and guaranteed certain	examples of how, in order	I can explain and give
the legislative, executive	the legislative, executive	analyze and give	rights for all citizens.	for the U.S. government to	examples of how, in order
and judicial branches to	and judicial branches to	examples of the ways		function as a democracy,	for the U.S. government to
prevent the	prevent the	the U.S. Constitution	I can explain and give	citizens must assume	function as a democracy,
concentration of political	concentration of political	separates power among	examples of how, in	responsibilities (e.g.,	citizens must assume
power and to establish a	power and to establish a	the legislative,	order for the U.S.	participating in community	responsibilities (e.g.,
system of checks and	system of checks and	executive and judicial	government to function	activities, voting in	participating in community
balances.	balances.	branches to prevent the	as a democracy, citizens	elections) and duties (e.g.,	activities, voting in
		concentration of	must assume	obeying the law, paying	elections) and duties (e.g.,
I can explain the reasons	I can explain the reasons	political power and to	responsibilities (e.g.,	taxes, serving on a jury,	obeying the law, paying
why the powers of the	why the powers of the	establish a system of	participating in	registering for the military).	taxes, serving on a jury,
state and	state and	checks and balances.	community activities,	I can explain how conflict	registering for the military).
national/federal	national/federal		voting in elections) and	and competition (e.g.,	I can explain how conflict
governments are	governments are	I can explain the	duties (e.g., obeying the	political, economic,	and competition (e.g.,
sometimes shared and	sometimes shared and	reasons why the powers	law, paying taxes,	religious, ethnic) occurred	political, economic,
sometimes separate	sometimes separate	of the state and	serving on a jury,	among individuals and	religious, ethnic) occurred
(federalism) and give	(federalism) and give	national/federal	registering for the	groups in the United States	among individuals and
examples of shared and	examples of shared and	governments are	military).	prior to Reconstruction.	groups in the United States
separate powers.	separate powers.	sometimes shared and	I can explain how conflict		prior to Reconstruction.
I can explain and give	I can explain and give	sometimes separate	and competition (e.g.,	I can explain how	
examples of how	examples of how	(federalism) and give	political, economic,	compromise and	I can explain how
significant United States	significant United States	examples of shared and	religious, ethnic)	cooperation were possible	compromise and
documents (Declaration	documents (Declaration	separate powers.	occurred among	choices to resolve conflict	cooperation were possible
of Independence,	of Independence,	I can explain and give	individuals and groups in	among individuals and	choices to resolve conflict
Constitution, Bill of	Constitution, Bill of	examples of how	the United States prior to	groups in the United States	among individuals and
Rights) established	Rights) established	significant United States	Reconstruction.	prior to Reconstruction.	groups in the United States
democratic principles and	democratic principles and	documents (Declaration			prior to Reconstruction.
guaranteed certain rights	guaranteed certain rights	of Independence,	I can explain how	I can explain and give	
for all citizens.	for all citizens.	Constitution, Bill of	compromise and	examples of how scarcity	I can explain and give
	for an enizeris.	Rights) established	cooperation were	required individuals, groups	examples of how scarcity
I can explain and give	I can explain and give	democratic principles	possible choices to	and the government in the	required individuals,
examples of how, in order	examples of how, in order	and guaranteed certain	resolve conflict among	United States prior to	groups and the
for the U.S. government	for the U.S. government	rights for all citizens.	individuals and groups in	Reconstruction to make	government in the United
to function as a	to function as a	1.9.113 101 UII CILIZCII3.	the United States prior to	decisions about how	States prior to
democracy, citizens must	democracy, citizens must	I can explain and give		productive resources	Reconstruction to make

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). I can explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships. 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.	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). I can explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships. 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.	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). I can explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships. 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	Reconstruction. 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, capital goods) were used. I can describe the economic system that developed in the United States prior to Reconstruction. I can explain how in the United States prior to Reconstruction, the prices of goods and services were determined by supply and demand. I can explain ways in which the basic economic questions about the production, distribution and consumption of goods and services were	 (natural resources, human resources, capital goods) were used. I can describe the economic system that developed in the United States prior to Reconstruction. I can explain how in the United States prior to Reconstruction, the prices of goods and services were determined by supply and demand. 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. I can describe how new knowledge, technology/tools and specialization increased productivity in the United States prior to Reconstruction. I can explain how personal, national and international economic activities were interdependent in the 	decisions about how productive resources (natural resources, human resources, capital goods) were used. I can describe the economic system that developed in the United States prior to Reconstruction. I can explain how in the United States prior to Reconstruction, the prices of goods and services were determined by supply and demand. 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. I can describe how new knowledge, technology/tools and specialization increased productivity in the United States prior to Reconstruction. I can explain how nersonal national and
the development of a	the development of a	economic freedom, religious diversity) that developed during the	which the basic economic questions about the production, distribution and consumption of goods	Reconstruction. I can explain how personal, national and international	productivity in the United States prior to Reconstruction.

nation.	technology/tools and	sources) to describe and	Reconstruction.
	specialization increased	explain historical events and	
	productivity in the	conditions and to analyze	I can use a variety of tools
	United States prior to	the perspectives of different	(e.g., primary and
	Reconstruction.	individuals and groups (e.g.,	secondary sources) to
	I can explain how	gender, race, region, ethnic	describe and explain
	personal, national and	group, age, economic status,	historical events and
	international economic		conditions and to analyze
	activities were	religion, political group) in	the perspectives of
	interdependent in the	U.S. history prior to	different individuals and
	United States prior to	Reconstruction.	groups (e.g., gender, race,
	Reconstruction.	I can explain how history is a	region, ethnic group, age,
		series of connected events	economic status, religion,
	I can use a variety of	shaped by multiple cause-	political group) in U.S.
	tools (e.g., primary and		history prior to
	secondary sources) to	and-effect relationships and	Reconstruction.
	describe and explain	give examples of those	Reconstruction.
	historical events and	relationships.	SS-08-5.1.2 I can explain
	conditions and to analyze	I can explain and give	how history is a series of
	the perspectives of	examples of how the ideals	connected events shaped
	different individuals and	-	by multiple cause-and-
	groups (e.g., gender,	of equality and personal	effect relationships and
	race, region, ethnic	liberty (rise of individual	give examples of those
	group, age, economic	rights, economic freedom,	
	status, religion, political	religious diversity) that	relationships.
	group) in U.S. history	developed during the	I can explain and give
	prior to Reconstruction.	colonial period, were	examples of how the ideals
		motivations for the	of equality and personal
	I can explain how history	American Revolution and	liberty (rise of individual
	is a series of connected	proved instrumental in the	
	events shaped by	development of a new	rights, economic freedom,
	multiple cause-and-	nation.	religious diversity) that
	effect relationships and		developed during the
	give examples of those	I can explain how the	colonial period, were
	relationships.	growth of democracy and	motivations for the
		geographic expansion	American Revolution and
	I can explain and give	occurred and were	proved instrumental in the
	examples of how the	significant to the	development of a new
	ideals of equality and	development of the United	nation.
	personal liberty (rise of	States prior to	
	percenta inservy (1.66 01	-	

			individual rights,	Reconstruction.	I can explain how the
			economic freedom,		growth of democracy and
			religious diversity) that		geographic expansion
			developed during the		occurred and were
			colonial period, were		significant to the
					U U
			motivations for the		development of the United
			American Revolution and		States prior to
			proved instrumental in		Reconstruction.
			the development of a		
			new nation.		
			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.		
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary
Monarchy, democracy,	Monarchy, democracy,	Monarchy, democracy,	Monarchy, democracy,	Monarchy, democracy,	Monarchy, democracy,
republic, voting,	republic, voting,	republic, voting,	republic, voting,	republic, voting,	republic, voting,
constitutions, laws,	constitutions, laws,	constitutions, laws,	constitutions, laws,	constitutions, laws, statutes,	constitutions, laws,
statutes, amendments,	statutes, amendments,	statutes, amendments,	statutes, federalism,	federalism, Declaration of	statutes, federalism,
court cases, executive	court cases, executive	court cases, executive	Declaration of	Independence, Constitution,	Declaration of
actions, federalism,	actions, federalism,	actions, federalism,	Independence,	Bill of Rights, participating in	Independence,
Declaration of	Declaration of	Declaration of	Constitution, Bill of	community activities, voting	Constitution, Bill of Rights,
Independence,	Independence,	Independence,	Rights, participating in	in elections, obeying the	participating in community
Constitution, Bill of	Constitution, Bill of	Constitution, Bill of	community activities,	law, paying taxes, serving on	activities, voting in
Rights, participating in	Rights, participating in	Rights, participating in community activities,	voting in elections,	a jury, registering for the military political economic	elections, obeying the law,
community activities, voting in elections,	community activities, voting in elections,	voting in elections,	obeying the law, paying taxes, serving on a jury,	military, political, economic, religious, ethnic, natural	paying taxes, serving on a jury, registering for the
obeying the law, paying	obeying the law, paying	obeying the law, paying	registering for the	resources, human resources,	military, political,
taxes, serving on a jury,	taxes, serving on a jury,	taxes, serving on a jury,	military, political,	capital goods, primary and	economic, religious, ethnic,
registering for the	registering for the	registering for the	economic, religious,	secondary sources, gender,	natural resources, human
military, rise of individual	military, rise of individual	military, rise of	ethnic, natural resources,	race, region, ethnic group,	resources, capital goods,
rights, economic	rights, economic	individual rights,	human resources, capital	age, economic status,	primary and secondary

freedom, religious diversity	freedom, religious diversity	economic freedom, religious diversity	goods, primary and secondary sources, gender, race, region, ethnic group, age, economic status, religion, political group rise of individual rights, economic freedom, religious diversity	religion, political group rise of individual rights, economic freedom, religious diversity	sources, gender, race, region, ethnic group, age, economic status, religion, political group rise of individual rights, economic freedom, religious diversity
Suggested	Suggested	Suggested	Suggested	Suggested	Suggested
Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities
Inquiry based best	Inquiry based best	Inquiry based best	Inquiry based best	Inquiry based best	Inquiry based best
practice	practice	practice	practice	practice	practice
Cooperative Group	Cooperative Group	Cooperative Group	Cooperative Group	Cooperative Group Work	Cooperative Group Work
Work	Work	Work	Work	Research using the web	Research using the web
Research using the web	Research using the web	Research using the	Research using the web	Interviews with Primary	Interviews with Primary
Interviews with Primary	Interviews with Primary	web	Interviews with	Sources	Sources
Sources	Sources	Interviews with	Primary Sources	Vocabulary Enhancement	Vocabulary Enhancement
Vocabulary	Vocabulary	Primary Sources	Vocabulary	Activities	Activities
Enhancement Activities	Enhancement Activities	Vocabulary	Enhancement Activities	Interpreting Secondary	Interpreting Secondary
Interpreting Secondary	Interpreting Secondary	Enhancement	Interpreting Secondary	Sources	Sources
Sources	Sources	Activities	Sources	Marzano's	Marzano's
Marzano's	Marzano's	Interpreting	Marzano's	compare/contrast	compare/contrast
compare/contrast	compare/contrast	Secondary Sources	compare/contrast	strategy	strategy
strategy	strategy	Marzano's	strategy	Writing For Understanding	Writing For
Writing For	Writing For	compare/contrast	Writing For		Understanding
Understanding	Understanding	strategy Writing For Understanding	Understanding		
Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:
Formative	Formative	Formative	Formative	Formative	Formative
Clickers/CPS	Clickers/CPS	Clickers/CPS	Clickers/CPS	Clickers/CPS	Clickers/CPS

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

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

The Nation Expands

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-08-1.1.2 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).

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-08-1.3.1 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-08-2.3.1 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

Sectionalism and Civil War

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-08-1.1.2 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).

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-08-1.3.1 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-08-2.3.1 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.

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,

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

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.

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

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).

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.

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.

I can explain and give examples of how, in order for the U.S. government to function as a democracy, citizens must 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).

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.

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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.

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.

SS-08-1.3.2 I can explain and give examples of how, in order for the 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).

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.

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.

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 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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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

assume responsibilities	assume responsibilities	U.S. government to	elections) and duties (e.g.,	community activities,	elections) and duties (e.g.,
(e.g., participating in	(e.g., participating in	function as a	obeying the law, paying	voting in elections) and	obeying the law, paying
community activities,	community activities,	democracy, citizens	taxes, serving on a jury,	duties (e.g., obeying the	taxes, serving on a jury,
voting in elections) and	voting in elections) and	must assume	registering for the military).	law, paying taxes, serving	registering for the military).
duties (e.g., obeying the	duties (e.g., obeying the	responsibilities (e.g.,		on a jury, registering for	
law, paying taxes, serving	law, paying taxes, serving	participating in	I can explain how conflict	the military).	I can explain how conflict
on a jury, registering for	on a jury, registering for	community activities,	and competition (e.g.,		and competition (e.g.,
the military).	the military).	voting in elections) and	political, economic,	1 I can explain how	political, economic,
		duties (e.g., obeying the	religious, ethnic) occurred	conflict and competition	religious, ethnic) occurred
I can explain how conflict	I can explain how conflict	law, paying taxes,	among individuals and	(e.g., political, economic,	among individuals and
and competition (e.g.,	and competition (e.g.,	serving on a jury,	groups in the United States	religious, ethnic) occurred	groups in the United States
political, economic,	political, economic,	registering for the	prior to Reconstruction.	among individuals and	prior to Reconstruction.
religious, ethnic) occurred	religious, ethnic) occurred	military).		groups in the United	
among individuals and	among individuals and		I can explain how	States prior to	I can explain how
groups in the United	groups in the United	I can explain how	compromise and	Reconstruction.	compromise and
States prior to	States prior to	conflict and competition	cooperation were possible		cooperation were possible
Reconstruction.	Reconstruction.	(e.g., political,	choices to resolve conflict	I can explain how	choices to resolve conflict
		economic, religious,	among individuals and	compromise and	among individuals and
I can explain how	I can explain how	ethnic) occurred among	groups in the United States	cooperation were possible	groups in the United States
compromise and	compromise and	individuals and groups	prior to Reconstruction.	choices to resolve conflict	prior to Reconstruction.
cooperation were	cooperation were	in the United States	I can avalain and give	among individuals and	Lean explain and give
possible choices to	possible choices to	prior to Reconstruction.	I can explain and give	groups in the United	I can explain and give
resolve conflict among	resolve conflict among		examples of how scarcity	States prior to	examples of how scarcity
individuals and groups in	individuals and groups in	I can explain how	required individuals,	Reconstruction.	required individuals,
the United States prior to	the United States prior to	compromise and	groups and the		groups and the
Reconstruction.	Reconstruction.	cooperation were	government in the United	I can explain and give	government in the United
		possible choices to	States prior to	examples of how scarcity	States prior to
I can explain and give	I can explain and give	resolve conflict among	Reconstruction to make	required individuals,	Reconstruction to make
examples of how scarcity	examples of how scarcity	individuals and groups	decisions about how	groups and the	decisions about how
required individuals,	required individuals,	in the United States	productive resources	government in the United	productive resources
groups and the	groups and the	prior to Reconstruction.	(natural resources, human	States prior to	(natural resources, human
government in the United	government in the United		resources, capital goods)	Reconstruction to make	resources, capital goods)
States prior to	States prior to	I can explain and give	were used.	decisions about how	were used.
Reconstruction to make	Reconstruction to make	examples of how	t	productive resources	the state of the s
decisions about how	decisions about how	scarcity required	I can describe the economic	(natural resources, human	I can describe the economic
productive resources	productive resources	individuals, groups and	system that developed in	resources, capital goods)	system that developed in
(natural resources,	(natural resources,	the government in the	the United States prior to	were used.	the United States prior to

Reconstruction.

United States prior to

Reconstruction to make

human resources, capital

human resources, capital

Reconstruction.

I can describe the

	1	1	1	1	
goods) were used.	goods) were used.	decisions about how	I can explain how in the	economic system that	I can explain how in the
		productive resources	United States prior to	developed in the United	United States prior to
I can describe the	I can describe the	(natural resources,	Reconstruction, the prices	States prior to	Reconstruction, the prices
economic system that	economic system that	human resources,	of goods and services were	Reconstruction.	of goods and services were
developed in the United	developed in the United	capital goods) were	determined by supply and		determined by supply and
States prior to	States prior to	used.	demand.	I can explain how in the	demand.
Reconstruction.	Reconstruction.	useu.	I can explain ways in which	United States prior to	I can explain ways in which
		I can describe the	the basic economic	Reconstruction, the prices	the basic economic
I can explain how in the	I can explain how in the	economic system that	questions about the	of goods and services	questions about the
United States prior to	United States prior to	developed in the United	production, distribution	were determined by	production, distribution
Reconstruction, the prices	Reconstruction, the prices	•	and consumption of goods	supply and demand.	and consumption of goods
of goods and services	of goods and services	States prior to	and services were		and services were
were determined by	were determined by	Reconstruction.	addressed in the United	I can explain ways in	addressed in the United
supply and demand.	supply and demand.	Loop ovaloin how in the	States prior to	which the basic economic questions about the	States prior to
1	1	I can explain how in the United States prior to	Reconstruction.	production, distribution	Reconstruction.
I can explain ways in which the basic economic	I can explain ways in which the basic economic	Reconstruction, the		and consumption of goods	
questions about the	questions about the	prices of goods and	I can describe how new	and services were	I can describe how new
production, distribution	production, distribution	services were	knowledge,	addressed in the United	knowledge,
and consumption of	and consumption of	determined by supply	technology/tools and	States prior to	technology/tools and
goods and services were	goods and services were	and demand.	specialization increased	Reconstruction.	specialization increased
addressed in the United	addressed in the United		productivity in the United		productivity in the United
States prior to	States prior to	I can explain ways in	States prior to Reconstruction.	I can describe how new	States prior to Reconstruction.
Reconstruction.	Reconstruction.	which the basic	Reconstruction.	knowledge,	Reconstruction.
		economic questions	I can explain how	technology/tools and	I can explain how
I can describe how new	I can describe how new	about the production,	personal, national and	specialization increased	personal, national and
knowledge,	knowledge,	distribution and	international economic	productivity in the United	international economic
technology/tools and	technology/tools and	consumption of goods	activities were	States prior to	activities were
specialization increased	specialization increased	and services were	interdependent in the	Reconstruction.	interdependent in the
productivity in the United	productivity in the United	addressed in the United	United States prior to	I can explain how	United States prior to
States prior to	States prior to	States prior to	Reconstruction.	personal, national and	Reconstruction.
Reconstruction.	Reconstruction.	Reconstruction.		international economic	
I can explain how	I can explain how	I can describe how new	I can use a variety of tools	activities were	I can use a variety of tools
personal, national and	personal, national and	knowledge,	(e.g., primary and	interdependent in the	(e.g., primary and
international economic	international economic	technology/tools and	secondary sources) to	United States prior to	secondary sources) to
activities were	activities were	specialization increased	describe and explain	Reconstruction.	describe and explain
interdependent in the	interdependent in the	productivity in the	historical events and		historical events and
United States prior to	United States prior to	United States prior to	conditions and to analyze	I can use a variety of tools	conditions and to analyze
Reconstruction.	Reconstruction.	Reconstruction.	the perspectives of	(e.g., primary and	the perspectives of
			different individuals and	secondary sources) to	different individuals and
I can use a variety of tools	I can use a variety of tools	I can explain how	groups (e.g., gender, race,	describe and explain	groups (e.g., gender, race,
(e.g., primary and	(e.g., primary and	personal, national and	region, ethnic group, age,	historical events and	region, ethnic group, age,
		international economic	region, ennic group, age,		region, ethnic group, age,

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.

I can explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.

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.

I can explain how the growth of democracy and geographic expansion 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.

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I can explain how the growth of democracy and geographic expansion activities were interdependent in the United States prior to Reconstruction.

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.

I can explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.

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 economic status, religion, political group) in U.S. history prior to Reconstruction.

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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.

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.

I can describe the political, social, economic and cultural differences (e.g., 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.

I can explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.

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.

I can explain how the growth of democracy and geographic expansion occurred and were significant to the development of the economic status, religion, political group) in U.S. history prior to Reconstruction.

I can explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.

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.

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.

I can describe the political, social, economic and cultural differences (e.g.,

occurred and were significant to the development of the United States prior to Reconstruction. 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.	occurred and were significant to the development of the United States prior to Reconstruction. 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.	motivations for the American Revolution and proved instrumental in the development of a new nation. 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. 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	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.	United States prior to Reconstruction. 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.	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.
		agrarianism, federal vs. states' rights) among sections of the U.S. and			
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary
Monarchy, democracy, republic, voting,	Monarchy, democracy, republic, voting,	Monarchy, democracy, republic, voting,	Monarchy, democracy, republic, voting,	Monarchy, democracy, republic, voting,	Monarchy, democracy, republic, voting,

human resources, capital goods, primary and secondary sources, gender, race, region, ethnic group, age,	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	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	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	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	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
Suggested	Suggested	Suggested	Suggested	Suggested	Suggested
Strategies/Activities		Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities
Inquiry based best	Strategies/Activities		- ·		_
practice	Inquiry based best	Inquiry based best	Inquiry based best	Inquiry based best	Inquiry based best
practice	- · ·		- ·		_
Cooperative Group	Inquiry based best	Inquiry based best	Inquiry based best	Inquiry based best	Inquiry based best
	Inquiry based best practice	Inquiry based best practice	Inquiry based best practice	Inquiry based best practice	Inquiry based best practice

Interviews with Primary Sources Vocabulary Enhancement Activities Interpreting Secondary Sources Marzano's compare/contrast strategy Writing For Understanding	Interviews with Primary Sources Vocabulary Enhancement Activities Interpreting Secondary Sources Marzano's compare/contrast strategy Writing For Understanding	web Interviews with Primary Sources Vocabulary Enhancement Activities Interpreting Secondary Sources Marzano's compare/contrast strategy Writing For Understanding	Sources Vocabulary Enhancement Activities Interpreting Secondary Sources Marzano's compare/contrast strategy Writing For Understanding	Interviews with Primary Sources Vocabulary Enhancement Activities Interpreting Secondary Sources Marzano's compare/contrast strategy Writing For Understanding	Sources Vocabulary Enhancement Activities Interpreting Secondary Sources Marzano's compare/contrast strategy Writing For Understanding
Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:
Formative	Formative	Formative	Formative	Formative	Formative
Clickers/CPS	Clickers/CPS	Clickers/CPS	Clickers/CPS	Clickers/CPS	Clickers/CPS
Thumbs Up	Thumbs Up	Thumbs Up	Thumbs Up	Thumbs Up	Thumbs Up
Exit Slips	Exit Slips	Exit Slips	Exit Slips	Exit Slips	Exit Slips
Quick writes	Quick writes	Quick writes	Quick writes	Quick writes	Quick writes
Response Boards	Response Boards	Response Boards	Response Boards	Response Boards	Response Boards
Summative	Summative	Summative	Summative	Summative	Summative
Constructed Response	Constructed Response	Constructed Response	Constructed Response	Constructed Response	Constructed Response
Multiple Choice	Multiple Choice	Multiple Choice	Multiple Choice	Multiple Choice	Multiple Choice
On Demand	On Demand	On Demand	On Demand	On Demand	On Demand
Design of Authentic	Design of Authentic	Design of Authentic	Design of Authentic	Design of Authentic	Design of Authentic
Products	Products	Products	Products	Products	Products
Open Response	Open Response	Open Response	Open Response	Open Response	Open Response
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 | Internet | Internet | Internet | Internet | Internet |
| Textbook | Textbook | Textbook | Textbook | Textbook | Textbook |
| Brain POP |

Weeks 31-33	Weeks 34-36
Unit/Topic	Unit/Topic
Reconstruction	Summative Course Review
In this section IDENTIFY	In this section IDENTIFY
CORE CONTENT 4.1	CORE CONTENT 4.1
Common Core Standards	Common Core Standards
SS-08-1.1.1 Students will compare purposes and sources of power in	SS-08-4.1.1 Students will use a variety of geographic tools (maps,
the most common forms of government (monarchy, democracy, republic).	photographs, charts, graphs, databases) to interpret patterns and locations on
SS-08-1.1.2 Students will describe and give examples to support how	Earth's surface in United States history prior to Reconstruction.
democratic government in the United States prior to Reconstruction	SS-08-1.1.2 Students will describe and give examples to support how
functioned to preserve and protect the rights (e.g., voting), liberty and	democratic government in the United States prior to Reconstruction
property of their citizens by making, enacting and enforcing appropriate	functioned to preserve and protect the rights (e.g., voting), liberty and
rules and laws (e.g., constitutions, laws, statutes).	property of their citizens by making, enacting and enforcing appropriate rules
SS-08-1.2.2 Students will explain the reasons why the powers of the state	and laws (e.g., constitutions, laws, statutes).
and national/federal governments are sometimes shared and sometimes	SS-08-5.2.4 Students will describe the political, social, economic and cultural
separate (federalism) and give examples of shared and separate powers.	differences (e.g., slavery, tariffs, industrialism vs. agrarianism, federal vs.
SS-08-1.3.1 Students will explain and give examples of how significant	states' rights) among sections of the U.S. and explain how these differences

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

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 31	Week 32	Week 33	Week 34	Week 35	Week 36
Identify	Identify	Identify	Identify	Identify	Identify
Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics
Destruction of the	Rebuilding the Union	Wrap Up	Geography	Historical Perspective	Historical Perspective
South			Culture		
			Government		
			Economics		
I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:
I can compare purposes	I can compare purposes	I can compare purposes	I can use a variety of	I can explain how history is	I can explain how history
and sources of power in	and sources of power in	and sources of power in	geographic tools (maps,	a series of connected	is a series of connected
the most common forms	the most common forms	the most common	photographs, charts,	events shaped by multiple	events shaped by multiple
of government	of government	forms of government	graphs, databases) to interpret patterns and	cause-and-effect	cause-and-effect
(monarchy, democracy,	(monarchy, democracy,	(monarchy, democracy,	locations on Earth's surface	relationships and give	relationships and give
republic).	republic).	republic).	in United States history	examples of those	examples of those
			prior to Reconstruction.	relationships.	relationships.
I can describe and give	I can describe and give	I can describe and give			
examples to support how	examples to support how	examples to support	I can describe how regions in the U.S. prior to	I can explain events and	I can explain events and
democratic government	democratic government	how democratic	Reconstruction were made	conditions that led to the	conditions that led to the
in the United States prior	in the United States prior	government in the	distinctive by human	"Great Convergence" of	"Great Convergence" of
to Reconstruction	to Reconstruction	United States prior to	characteristics (e.g., dams,	European, African and	European, African and
functioned to preserve	functioned to preserve	Reconstruction	roads, urban centers) and	Native American people	Native American people
and protect the rights	and protect the rights	functioned to preserve	physical characteristics	beginning in the late 15th	beginning in the late 15th
(e.g., voting), liberty and	(e.g., voting), liberty and	and protect the rights	(e.g., mountains, bodies of water) that created	century, and analyze how	century, and analyze how
property of their citizens	property of their citizens	(e.g., voting), liberty and	advantages and	America's diverse society developed as a result of	America's diverse society developed as a result of
by making, enacting and enforcing appropriate	by making, enacting and enforcing appropriate	property of their citizens by making,	disadvantages for human	these events.	these events.
rules and laws (e.g.,	rules and laws (e.g.,	enacting and enforcing	activities (e.g., exploration,	these events.	these events.
constitutions, laws,	constitutions, laws,	appropriate rules and	migration, trade,	I can explain and give	I can explain and give
	statutes).	laws (e.g., constitutions,	settlement).	examples of how the ideals	examples of how the
statutes).	514141657.	laws, statutes).	I can describe how places	of equality and personal	ideals of equality and
I can explain the reasons	I can explain the reasons	14195, 5tututesj.	and regions in United	liberty (rise of individual	personal liberty (rise of
why the powers of the	why the powers of the	I can explain the	States history prior to	rights, economic freedom,	individual rights,
state and	state and	reasons why the powers	Reconstruction changed	religious diversity) that	economic freedom,
national/federal	national/federal	of the state and	over time as technologies,	developed during the	religious diversity) that
governments are	governments are	national/federal	resources and knowledge became available.	colonial period, were	developed during the
sometimes shared and	sometimes shared and	governments are		motivations for the	colonial period, were

sometimes separate	sometimes separate	sometimes shared and	I can describe patterns of	American Revolution and	motivations for the
(federalism) and give	(federalism) and give	sometimes separate	human settlement in the	proved instrumental in the	American Revolution and
examples of shared and	examples of shared and	(federalism) and give	United States prior to	development of a new	proved instrumental in
separate powers.	separate powers.	examples of shared and	Reconstruction and explain	nation.	the development of a new
separate powers.	separate powers.	separate powers.	how these patterns were	nation.	nation.
I can describe and give	I can describe and give	separate powers.	influenced by human	I can explain how the	nation.
examples of the ways the	examples of the ways the	I can describe and give	needs. DOK 2	growth of democracy and	I can explain how the
Constitution of the	Constitution of the	examples of the ways	I can explain why and give	geographic expansion	growth of democracy and
United States is a	United States is a	the Constitution of the	examples of how human	occurred and were	geographic expansion
document that can be	document that can be	United States is a	populations changed	significant to the	occurred and were
changed from time to	changed from time to	document that can be	and/or migrated because	development of the United	significant to the
time through both formal and informal processes	time through both formal and informal processes	changed from time to	of factors such as war,	States prior to	development of the
(e.g., amendments, court	(e.g., amendments, court	time through both formal and informal	disease, economic	Reconstruction.	United States prior to
cases, executive actions)	cases, executive actions)	processes (e.g.,	opportunity and		Reconstruction.
to meet the needs of its	to meet the needs of its	amendments, court	technology in the United	I can describe the political,	
citizens.	citizens.	cases, executive actions)	States prior to Reconstruction.	social, economic and	I can describe the
t and a sublation of the	t and a sumbala	to meet the needs of its		cultural differences (e.g.,	political, social, economic
I can explain and give	I can explain and give	citizens.	I can explain how elements	slavery, tariffs,	and cultural differences
examples of how	examples of how	Lean surfain and sites	of culture (e.g., language,	industrialism vs.	(e.g., slavery, tariffs,
significant United States	significant United States	I can explain and give	the arts, customs, beliefs,	agrarianism, and federal vs.	industrialism vs.
documents (Declaration	documents (Declaration	examples of how	literature) defined specific	states 'rights) among	agrarianism, and federal
of Independence,	of Independence,	significant United States	groups in the United States prior to Reconstruction and	sections of the U.S. and	vs. states 'rights) among
Constitution, Bill of	Constitution, Bill of	documents (Declaration	resulted in unique	explain how these	sections of the U.S. and
Rights) established	Rights) established	of Independence,	perspectives.	differences resulted in the	explain how these
democratic principles and	democratic principles and	Constitution, Bill of		American Civil War.	differences resulted in the
guaranteed certain rights	guaranteed certain rights	Rights) established	I can explain how conflict		American Civil War.
for all citizens.	for all citizens.	democratic principles	and competition (e.g.,		
		and guaranteed certain	political, economic,		
I can explain and give	I can explain and give	rights for all citizens.	religious, ethnic) occurred among individuals and		
examples of how, in order	examples of how, in order	I can explain and give	groups in the United States		
for the U.S. government	for the U.S. government		prior to Reconstruction.		
to function as a	to function as a	examples of how, in	-		
democracy, citizens must	democracy, citizens must	order for the U.S.	I can explain how		
assume responsibilities	assume responsibilities	government to function	compromise and		
(e.g., participating in	(e.g., participating in	as a democracy, citizens	cooperation were possible		
community activities,	community activities,	must assume	choices to resolve conflict among individuals and		
voting in elections) and	voting in elections) and	responsibilities (e.g.,	groups in the United States		
duties (e.g., obeying the	duties (e.g., obeying the	participating in	prior to Reconstruction.		
law, paying taxes, serving	law, paying taxes, serving	community activities,			
			l can compare purposes		

on a jury, registering for	on a jury, registering for	voting in elections) and	and sources of power in
the military).	the military).	duties (e.g., obeying the	the most common forms of
		law, paying taxes,	government (monarchy,
I can explain how conflict	I can explain how conflict	serving on a jury,	democracy, republic).
and competition (e.g.,	and competition (e.g.,	registering for the	I can describe and give
political, economic,	political, economic,	military).	examples to support how
religious, ethnic) occurred	religious, ethnic) occurred		democratic government in
among individuals and	among individuals and	I can explain how	the United States prior to
groups in the United	groups in the United	conflict and competition	Reconstruction functioned
States prior to	States prior to	(e.g., political,	to preserve and protect the
Reconstruction.	Reconstruction.	economic, religious,	rights (e.g., voting), liberty
		ethnic) occurred among	and property of their
I can explain how	I can explain how	individuals and groups	citizens by making, enacting and enforcing
compromise and	compromise and	in the United States	appropriate rules and laws
cooperation were	cooperation were	prior to Reconstruction.	(e.g., constitutions, laws,
possible choices to	possible choices to		statutes).
resolve conflict among	resolve conflict among	I can explain how	
individuals and groups in	individuals and groups in	compromise and	I can describe and give
the United States prior to	the United States prior to	cooperation were	examples of the ways the
Reconstruction.	Reconstruction.	possible choices to	Constitution of the United States is a document that
		resolve conflict among	can be changed from time
I can explain and give	I can explain and give	individuals and groups	to time through both
examples of how scarcity	examples of how scarcity	in the United States	formal and informal
required individuals,	required individuals,	prior to Reconstruction.	processes (e.g.,
groups and the	groups and the		amendments, court cases,
government in the United	government in the United	I can explain and give	executive actions) to meet
States prior to	States prior to	examples of how	the needs of its citizens.
Reconstruction to make	Reconstruction to make	scarcity required	I can identify the three
decisions about how	decisions about how	individuals, groups and	branches of government,
productive resources	productive resources	the government in the	describe their functions
(natural resources,	(natural resources,	United States prior to	and analyze and give
human resources, capital	human resources, capital	Reconstruction to make	examples of the ways the
goods) were used.	goods) were used.	decisions about how	U.S. Constitution separates
		productive resources	power among the
I can describe the	I can describe the	(natural resources,	legislative, executive and judicial branches to
economic system that	economic system that	human resources,	prevent the concentration
developed in the United	developed in the United	capital goods) were	of political power and to
States prior to	States prior to	used.	establish a system of
		•	

Reconstruction.	Reconstruction.	I can describe the	checks and balances.		
		economic system that			
I can explain how in the	I can explain how in the	developed in the United	I can explain the reasons		
United States prior to	United States prior to	•	why the powers of the		
Reconstruction, the prices	Reconstruction, the prices	States prior to	state and national/federal		
of goods and services	of goods and services	Reconstruction.	governments are		
were determined by	were determined by		sometimes shared and		
supply and demand.	supply and demand.	I can explain how in the	sometimes separate		
		United States prior to	(federalism) and give		
I can explain ways in	I can explain ways in	Reconstruction, the	examples of shared and		
which the basic economic	which the basic economic	prices of goods and	separate powers.		
questions about the	questions about the	services were			
production, distribution	production, distribution	determined by supply	I can explain and give		
and consumption of	and consumption of	and demand.	examples of how		
goods and services were	goods and services were	Lean auniair	significant United States		
addressed in the United	addressed in the United	I can explain ways in	documents (Declaration of		
States prior to	States prior to	which the basic	Independence,		
Reconstruction.	Reconstruction.	economic questions	Constitution, Bill of Rights)		
		about the production,	established democratic		
I can describe how new	I can describe how new	distribution and	principles and guaranteed		
knowledge,	knowledge,	consumption of goods	certain rights for all		
technology/tools and	technology/tools and	and services were	citizens.		
specialization increased	specialization increased	addressed in the United			
productivity in the United	productivity in the United	States prior to	I can explain and give		
States prior to	States prior to	Reconstruction.	examples of how, in order		
Reconstruction.	Reconstruction.	I can describe how new	for the U.S. government to		
		knowledge,	function as a democracy,		
I can explain how	I can explain how	technology/tools and	citizens must assume		
personal, national and	personal, national and	specialization increased	responsibilities (e.g.,		
international economic	international economic	productivity in the	participating in community		
activities were	activities were	United States prior to	activities, voting in		
interdependent in the	interdependent in the	Reconstruction.	elections) and duties (e.g.,		
United States prior to	United States prior to	neconstruction.	obeying the law, paying		
Reconstruction.	Reconstruction.	I can explain how	taxes, serving on a jury,		
I can use a variety of tools	I can use a variety of tools	personal, national and	registering for the military).		
	-	international economic	I can explain and give		
(e.g., primary and	(e.g., primary and	activities were	examples of how scarcity		
secondary sources) to	secondary sources) to	interdependent in the	required individuals,		
describe and explain	describe and explain	United States prior to	groups and the		
historical events and	historical events and	Reconstruction.	government in the United		
conditions and to analyze	conditions and to analyze		States prior to		
the perspectives of	the perspectives of	I can use a variety of	Reconstruction to make		
different individuals and	different individuals and	tools (e.g., primary and	decisions about how		

				 .
groups (e.g., gender, race,	groups (e.g., gender, race,	secondary sources) to	productive resources	
region, ethnic group, age,	region, ethnic group, age,	describe and explain	(natural resources, human	
economic status, religion,	economic status, religion,	historical events and	resources, capital goods) were used.	
political group) in U.S.	political group) in U.S.	conditions and to	WEIE USEU.	
history prior to	history prior to	analyze the perspectives	I can describe the economic	
Reconstruction.	Reconstruction.	of different individuals	system that developed in	
		and groups (e.g.,	the United States prior to	
I can explain how history	I can explain how history	gender, race, region,	Reconstruction.	
is a series of connected	is a series of connected	ethnic group, age,	I can explain how in the	
events shaped by	events shaped by	economic status,	United States prior to	
multiple cause-and-effect	multiple cause-and-effect	religion, political group)	Reconstruction, the prices	
relationships and give	relationships and give	in U.S. history prior to	of goods and services were	
examples of those	examples of those	Reconstruction.	determined by supply and	
relationships.	relationships.		demand.	
I can explain and give	I can explain and give	I can explain how	I can explain ways in which	
examples of how the	examples of how the	history is a series of	the basic economic	
ideals of equality and	ideals of equality and	connected events	questions about the	
personal liberty (rise of	personal liberty (rise of	shaped by multiple	production, distribution	
individual rights,	individual rights,	cause-and-effect	and consumption of goods	
economic freedom,	economic freedom,	relationships and give	and services were addressed in the United	
religious diversity) that	religious diversity) that	examples of those	States prior to	
developed during the	developed during the	relationships.	Reconstruction.	
colonial period, were	colonial period, were	I can explain and give		
motivations for the	motivations for the	examples of how the	I can describe how new	
American Revolution and	American Revolution and	ideals of equality and	knowledge, technology/tools and	
proved instrumental in	proved instrumental in	personal liberty (rise of	technology/tools and specialization increased	
the development of a	the development of a	individual rights,	productivity in the United	
new nation.	new nation.	economic freedom,	States prior to	
		religious diversity) that	Reconstruction.	
I can explain how the	I can explain how the	developed during the	Loon overlain have an	
growth of democracy and	growth of democracy and	colonial period, were	I can explain how personal, national and international	
geographic expansion	geographic expansion	motivations for the	economic activities were	
occurred and were	occurred and were	American Revolution	interdependent in the	
significant to the	significant to the	and proved	United States prior to	
development of the	development of the	instrumental in the	Reconstruction.	
United States prior to	United States prior to	development of a new	I can use a variety of tools	
Reconstruction.	Reconstruction.	nation.	(e.g., primary and	
			secondary sources) to	
	J	L		J

States history prior to Reconstruction changed over time as technologies, resources and knowledge became available.States his Reconstruct over time technologies, resources and knowledge became available.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 2I can explain h patterns by human needs. DOK 2I can explain why and give examples of how human populations changed and/or migrated because of factors such as war, disease, economic opportunity andI can explain changed and/or migrated opportunity and	gies, resourceswere significant to the development of the United States prior to Reconstruction.cribe patterns of ettlement in the cates prior to uction and ow these were influenced n needs. DOK 2I can describe how places and regions in United States history prior to Reconstruction changed over time as technologies, resources and knowledge became available.lain why and nples of how opulations and/or migrated of factors such as ase, economic nity and gy in the UnitedI can describe patterns of human settlement in the United States prior to Reconstruction changed over time as technologies, resources and knowledge became available.I can describe patterns of human settlement in the United States prior to Reconstruction and explain how these patterns were influenced by human	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.		
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Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities
Inquiry based best	Inquiry based best	Inquiry based best	Inquiry based best	Inquiry based best	Inquiry based best
practice	practice	practice	practice	practice	practice
Cooperative Group	Cooperative Group	Cooperative Group	Cooperative Group Work	Cooperative Group Work	Cooperative Group
Work	Work	Work	Research using the web	Research using the web	Work
Research using the web	Research using the web	Research using the	Interviews with Primary	Interviews with Primary	Research using the web
Interviews with Primary	Interviews with Primary	web	Sources	Sources	Interviews with Primary
Sources	Sources	Interviews with	Vocabulary Enhancement	Vocabulary Enhancement	Sources
Vocabulary	Vocabulary	Primary Sources	Activities	Activities	Vocabulary
Enhancement Activities	Enhancement Activities	Vocabulary	Interpreting Secondary	Interpreting Secondary	Enhancement Activities
Interpreting Secondary	Interpreting Secondary	Enhancement	Sources	Sources	Interpreting Secondary
Sources	Sources	Activities	Marzano's	Marzano's	Sources
Marzano's	Marzano's	Interpreting	compare/contrast	compare/contrast	Marzano's
compare/contrast	compare/contrast	Secondary Sources	strategy	strategy	compare/contrast
strategy	strategy	Marzano's	Writing For	Writing For	strategy
Writing For	Writing For	compare/contrast	Understanding	Understanding	Writing For
Understanding	Understanding	strategy			Understanding
		Writing For			
		Understanding			
21					
Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:
Formative	Formative	Formative	Formative	Formative	Formative
Clickers/CPS	Clickers/CPS	Clickers/CPS	Clickers/CPS	Clickers/CPS	Clickers/CPS
Thumbs Up	Thumbs Up	Thumbs Up	Thumbs Up	Thumbs Up	Thumbs Up
Exit Slips	Exit Slips	Exit Slips	Exit Slips	Exit Slips	Exit Slips
Quick writes	Quick writes	Quick writes	Quick writes	Quick writes	Quick writes
Response Boards	Response Boards	Response Boards	Response Boards	Response Boards	Response Boards
Summative	Summative	Summative	Summative	Summative	Summative
Constructed Response	Constructed Response	Constructed Response	Constructed Response	Constructed Response	Constructed Response
Multiple Choice	Multiple Choice	Multiple Choice	Multiple Choice	Multiple Choice	Multiple Choice
On Demand	On Demand	On Demand	On Demand	On Demand	On Demand
Design of Authentic	Design of Authentic	Design of Authentic	Design of Authentic	Design of Authentic	Design of Authentic
Products	Products	Products	Products	Products	Products
Open Response	Open Response	Open Response	Open Response	Open Response	Open Response

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	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed
United Streaming	United Streaming	United Streaming	United Streaming	United Streaming	United Streaming
History Alive	History Alive	History Alive	History Alive	History Alive	History Alive
KCCT Coach Book	KCCT Coach Book	KCCT Coach Book	KCCT Coach Book	KCCT Coach Book	KCCT Coach Book
Buckle Down	Buckle Down	Buckle Down	Buckle Down	Buckle Down	Buckle Down
Internet	Internet	Internet	Internet	Internet	Internet
Textbook	Textbook	Textbook	Textbook	Textbook	Textbook
Brain POP	Brain POP	Brain POP	Brain POP	Brain POP	Brain POP