

Study and Research Skills															
K	1	2	3	4	5	6	7	8	9	10	11	12	AP	Teaching Time	Quarter
				I	I	R	R	M					MM	throughout the year	1-4
<p>P.A.S.S. Objective The student will...</p> <p>I. People, Places, and Environments (Culture/Communication/Geography)</p> <p>A. People</p> <p>1. Identify and give examples of different perspectives and points of view (e.g., in the media, political commercials, advertisements, and literature).</p> <p>B. Places</p> <p>1. Locate, describe, and compare historical places in the United States and describe how the society changed as the population moved west.</p>															
<p>District Objective(s) Students will:</p> <p>1. Locate and identify geographic areas using map skills.</p> <p>2. Analyze relationships among events or look for trends on timelines.</p>															
<input type="checkbox"/> SAT <input checked="" type="checkbox"/> CRT <input type="checkbox"/> EOI <input type="checkbox"/> AP													Textbook Rating 1		
Topics								Textbook Correlation							
<p>For Each Unit Taught Use:</p> <p>3. Primary and Secondary Sources</p> <p>4. Characters, Settings and Events from Literature</p> <p>5. Timelines</p> <p>6. Geographic Information</p> <p>7. Writing, Speaking</p> <p>8. Discussion, Debate</p>								Chapters 1-13 Teacher's Edition, pp 26 - 29 <i>Atlas of United States History</i>							
								Instructional Resources							
								<p><u>Web Sites</u></p> <p>www.hprtec.org</p> <p>www.historylink.com</p> <p>www.historychannel.com</p> <p>www.lessonplanspage.com</p> <p>www.maps101.com</p> <p>www.historynet.com</p> <p>http://geography.miningco.com</p> <p>www.americanhistory.about.com</p> <p>www.historylink101.com</p>							

Citizenship

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
I	I	I	I	R	R	R		M		MM	MM		Throughout the Year	1-4

P.A.S.S. Objective

II. Governance, Civic Ideals and Practices (Civics/Government)

C. Explain the rights and responsibilities of citizens identified in the United States Constitution.

District Objective(s)

Students will...

1. Propose reasons for and justify why laws and rules are needed.
2. Discuss the responsibilities, privileges, and limitations that accompany rights.
3. Explain why it is important to respect the rights and property of others.
4. Propose problems that would result without rules, laws, and means of resolving conflicts.
5. Work cooperatively in groups with others.
6. Accept responsibility for group and individual actions.

SAT
 CRT
 EOI
 AP
 Textbook Rating **1**

Topics	Textbook Correlation
<ol style="list-style-type: none"> 1. Rights and Responsibilities 2. Constitution and the Bill of Rights 3. Making Choices 4. Following Rules 5. Respecting Rights of Others 	Chapter 9 Chapter 10 Chapter 14, pp 530-537, pp 540-545 Chapter 15, pp 546-553 Chapter 16 Textbook Introduction, pg. 37
	Instructional Resources
	<p>Videos: <i>Why We Have Laws</i> <i>Dear Lovey Hart: I am Desperate</i> (responsibilities and decision making) <i>Different Kind of Winning</i> <i>The Constitution: A History of Our Future</i> <i>What "Liberty and Justice" Means</i> <i>Shh! We're Writing the Constitution</i> <i>Our Constitution: The Document That Gave Birth to a Nation</i></p> <p><i>We the People</i> (resource book) - pp 137-149</p>

Instructional Resources	Suggested Strategies/Activities
<p>Web Sites</p> <p>www.hprtec.org</p> <p>www.historylink.com</p> <p>www.historychannel.com</p> <p>www.lessonplanspage.com</p> <p>www.maps101.com</p> <p>www.historynet.com</p> <p>http://geography.miningco.com</p> <p>www.americanhistory.about.com</p> <p>www.historylink101.com</p>	<p>Lesson 21 & 22 - Problem Solving - pg. 146 - attached</p> <p>Write a classroom mission statement</p> <p>At the beginning of school have a discussion about what the word <i>responsibilities</i> means. Then ask the students to tell about some of their responsibilities at home. List these in one or two words on the chalkboard under the heading <i>My Responsibilities at Home</i>. From this discussion, lead them into thinking about how responsibilities at school might be alike or different from those they have at home. List these under the heading <i>My Responsibilities at School</i>.</p> <p>Brainstorm with the class common rules and courtesies at home and school. Record these rules on the chalkboard under the appropriate heading <i>Home</i> or <i>School</i>.</p> <p><u>Why Do We Need Laws?</u> For this activity use the video, <i>Why We Have Laws</i>, which may be obtained from the Media Center, at the ASC. Begin the film and stop it after the king makes two laws. Discuss with students the kind of laws the king made and how the people felt about those laws. Continue the film until Shiver, Gobble, and Snore decide they need some laws. Divide the class into three groups, each group representing one of the three characters. Give each group a large sheet of butcher paper and have the groups list laws that the character their group represents would want in the new land. Bring the groups back together and discuss the laws of each group. Complete the film. Discuss why Shiver, Gobble, and Snore needed laws, why societies need laws, and why schools need rules.</p>
Assessments	
<p>Posters:</p> <p>Have students create a poster by either drawing or using pictures from newspapers or magazines to illustrate responsibilities that are associated with each basic right.</p>	

Geography: Basic Skills

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
I	I	I	I	I	R	R	M	MM	MM				5 days	1
<p>P.A.S.S. Objective</p> <p>I. People, Places, and Environments (Culture/Communication/Geography)</p> <p style="padding-left: 20px;">C. Environment (Geography)</p> <ol style="list-style-type: none"> 1. Identify, use, and interpret basic political, physical, and thematic maps and globes. 2. Construct and use maps of locales, regions, continents, and the world that demonstrate understanding of relative location, direction, latitude, longitude, scale, size, and shape. 														
<p>District Objective(s)</p> <p>Students will:</p> <ol style="list-style-type: none"> 1. Identify symbols and use a scale to measure distance on maps and globes. 2. Explain the difference between cardinal and intermediate directions. 3. Use latitude and longitude to measure distance, determine directions, and locate points on maps and globes. (Prime Meridian, International Dateline, Arctic Circle, Antarctic Circle, Tropic of Cancer and Capricorn) 4. Use symbols on maps and globes to identify and interpret data. 5. Explain the use of a compass rose. 6. Explain the difference between absolute and relative location. 7. Locate states, cities, continents, hemispheres, and describe specific land forms, major climatic regions and bodies of water. 8. Hypothesize about the reasons for the locations of specific places, e.g., near a body of water, unique land form, transportation route, natural resources, sources of power, etc. 														
<input type="checkbox"/> SAT <input checked="" type="checkbox"/> CRT <input type="checkbox"/> EOI <input type="checkbox"/> AP												Textbook Rating 1		
Topics										Textbook Correlation				

<p>1. Map-Globe Skills and Terms</p> <p>A. Continent</p> <p>B. Globe</p> <p>C. Cardinal Direction</p> <p>D. Compass Rose</p> <p>E. Intermediate Direction</p> <p>F. Equator</p> <p>G. Latitude</p> <p>H. Longitude</p> <p>I. Prime Meridian</p> <p>J. Map Symbols</p> <p>K. Map Key or Legend</p> <p>L. Scale</p> <p>M. Grid</p> <p>N. Contour Lines</p> <p>2. Major Locations and Physical Features</p> <p>Map skills are reinforced in every lesson</p>	<p>Textbook Introduction, pp 31-36</p> <p>Teacher’s Edition, pp 31 - 36</p> <p><i>United States History Atlas</i>, pp 4-13</p> <hr/> <p style="text-align: center;">Instructional Resources</p> <hr/> <p>Transparencies 3A, 3B</p> <p>Videos: <i>Latitude, Longitude, and Time Zones</i> <i>Map Skills for Beginners</i></p> <p>Other: Cram’s or Nystrom’s Hands-on Geography Maps Globes Atlases Trade Routes of the Americas Zip! Zap! Map! Software</p>
Instructional Resources	Suggested Strategies/Activities
<p>Web Sites</p> <p>www.hprtec.org</p> <p>www.historylink.com</p> <p>www.historychannel.com</p> <p>www.lessonplanspage.com</p> <p>www.maps101.com</p> <p>www.historynet.com</p> <p>http://geography.miningco.com</p> <p>www.americanhistory.about.com</p> <p>www.historylink101.com</p>	<p>Make a physical map of the United States. Students should create their own symbols to show physical features. (T 16, T 17, Volume 1)</p> <p>Latitude/Longitude Activity - Surf and Sand Spin (attached)</p> <p>Teacher’s Edition, pp A2 - A17</p>
Assessments	

United States History Atlas Activities, pp 4-13.

United States Regions

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
				I	R		M	MM					5 days	1

P.A.S.S. Objective

I. People, Places, and Environments (Culture/Communication/Geography)

- A. 2. Describe some of the effects of the interaction of human beings and their physical environment (e.g., building and growth of cities and highways, disposing of garbage in landfills, and dealing with air and water pollution).
- B. 2. Evaluate how the physical environment affects the human environment, and how human actions modify the physical environment.

District Objective(s)

Students will:

1. Identify the five regions of the United States on a map or globe.
2. Compare the physical and cultural characteristics of the five regions and explain major differences in life styles, climate, history, economic diversities, etc.
3. Give evidence that shows how regions depend economically upon each other.
4. Identify natural resources and occupations found in the regions of the United States.

SAT
 CRT
 EOI
 AP

Textbook Rating 1

Topics	Textbook Correlation
5. Facts About United States a. Political b. Physical c. Regions 6. The Northeast a. New England States b. Middle Atlantic States 7. The Southeast 8. The Middle West a. Great Lakes States b. Plains States 9. The Southwest 10. The West a. Mountain States b. Pacific States	Textbook Introduction, pp 31 - 36 <i>United States History Atlas</i> , pp 6-13
	<p style="text-align: center;">Instructional Resources</p> Transparency 2 The Map Book, pp 105-126 <u>Videos:</u> <i>Where We Live: U.S. Geography</i> <u>Laser Discs</u> Geography of the United States Geography of the Mid-Atlantic States Geography of the Mountain States Geography of the New England States Geography of the North Central States Geography of the Pacific States Geography of the South Central States Geography of the Southeastern States A Geographic Overview Maps and Globes Zip! Zap! Map! Software Atlas Intermediate, pp 64-87 Blast Off!

Instructional Resources	Suggested Strategies/Activities
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<p>Web Sites www.hprtec.org www.historylink.com www.historychannel.com www.lessonplanspage.com www.maps101.com www.historynet.com http://geography.miningco.com www.americanhistory.about.com www.historylink101.com</p> <p>Novels: Read aloud from a book set in each geographic region: Northeast: <i>From the Mixed Up Files of Mrs. Basil E. Frankweiler</i> South: <i>Where the Lilies Bloom</i> <i>Souder</i> Midwest: <i>Rascal</i> <i>Little House books</i> Rockies: <i>The Spider, the Cave and the Pottery Bowl</i> <i>Annie and the Old One</i> Pacific Coast: <i>Island of the Blue Dolphins</i> <i>Julie of the Wolves</i> <i>Durango Street</i></p>	<p>Scan newspapers and magazines (see teacher's edition pg. 33, volume 1)</p> <p>Regions of the United States Chart (Teacher's Edition, pg. 33)</p> <p>Make map books (pp 105-126 <i>The Map Book</i>)</p> <p>Teacher's Edition, pp 31 - 36</p>
Assessment	
<p><i>United States History Atlas</i> Activities, pp 6-13</p>	
First Americans/Indians of North America	

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
				I	R			M					15 days	1
<p>P.A.S.S. Objective</p> <p>I. People, Places, and Environments (Culture/Communication/Geography)</p> <p>A. People</p> <p>3. Relate how the growth of the United States has changed how and where Native Americans live and make their living.</p> <p>III. Time, Continuity, and Change (History)</p> <p>B. Early Exploration of America</p> <p>3. Identify the impact of the encounter between Europeans and Native Americans.</p> <p>IV. Production, Distribution, and Consumption (Economic)</p> <p>*A. Distinguish between money and barter economies.</p>														
<p>District Objective(s)</p> <p>Students will:</p> <ol style="list-style-type: none"> Describe the migration of people from Asia to North America and the reasons for their migration. Identify and describe the geographical features and major cultures of the Pre-Columbian Period, e.g., North American geography, major Native American groups and their cultures. Identify the diverse Indian cultures and describe their life styles before the arrival of the Europeans. 														
<input type="checkbox"/> SAT <input checked="" type="checkbox"/> CRT <input type="checkbox"/> EOI <input type="checkbox"/> AP *Not Tested												Textbook Rating 1		
Topics								Textbook Correlation						
<ol style="list-style-type: none"> Prehistoric Times Migration Land Bridge Artifacts Archaeologists Cultures North American Indians <ol style="list-style-type: none"> Northwest Coast Southwest Great Plains Eastern Woodlands Middle America <ol style="list-style-type: none"> Mayas Aztecs 								Chapter 1 & 2 Teacher's Edition, pp 38-41 <i>United States History Atlas</i> , pp 14-17						
								Instructional Resources						
								Linking Social Studies Across the Curriculum, TE, pp 38E-38F Set the Scene for Literature, pp 38-45 Unit 1 Visual Summary Poster Transparencies 4A - 4B, 5A - 5B, 6, 7, 8 Activity Book, pp 1-14 Game Time! Harcourt Video: Making Social Studies Relevant						

Instructional Resources	Suggested Strategies/Activities
<p>Videos: <i>Seeking the First Americans</i> <i>American Indians: A Brief History</i> <i>Myths and Moundbuilders</i></p> <p>Web Sites</p> <p>www.hprtec.org</p> <p>www.historylink.com</p> <p>www.historychannel.com</p> <p>www.lessonplanspage.com</p> <p>www.maps101.com</p> <p>www.historynet.com</p> <p>http://geography.miningco.com</p> <p>www.americanhistory.about.com</p> <p>www.historylink101.com</p>	<p>Ancient Americans Bingo (Game Time, pp. 3-5)</p> <p>Make a Model (Teacher’s Edition, pg. 79)</p> <p>American History Poem - The First Americans (pp 6-7 attached)</p> <p>Teacher’s Edition, pp 38E - 38F</p> <p>Activity Choices, Teacher’s Edition pp 46 - 103</p>
Assessments	
<p>Chapter 1 - 3-Part Test</p> <p>Chapter 2 - 3-Part Test</p> <p>Unit 1 Test (Chapter 1 and 2)</p> <p>Individual Performance Task (History Comic Strips)</p> <p>Group Performance Task (Panel Discussion)</p> <p>1. Beringia is the name of the land bridge that once connected</p> <ul style="list-style-type: none"> A. North America and Turtle Island B. Alaska and California C. Asia and North America D. Asia and Siberia <p>Answer: C</p>	

The Age of Exploration

K	1	2	3	4	5	6	7	8	9	10	11	12	AP	Teaching Time	Quarter
					I	R		R	M				MM	8 days	1

P.A.S.S. Objective

III. Time, Continuity, and Change (History)

E. Early Exploration of America:

1. Explain how and why the Age of Exploration led to the European discovery of the Americas.
2. Examine the reasons for, the problems faced, and the results of key expeditions of Portugal, Spain, France, the Netherlands, and England (e.g., Da Gama, Cortes, La Salle, Hudson, and Raleigh) and the competition for control of North America.
3. Identify the impact of the encounter between Europeans and Native Americans.

IV. Production, Distribution, and Consumption (Economics)

- *A. Distinguish between money and barter economics.

District Objective(s)

Students will:

1. List explorers of the New World and describe their influence upon early colonization.
2. Explain the effect of Marco Polo's travels on European sailors.
3. Explain why Portugal took the lead in exploring the unknown oceans.
4. Describe Christopher Columbus's goal in sailing west across the Atlantic Ocean.
5. Recognize the significance of Ferdinand Magellan's voyage to Europeans understanding of the earth's geography.
6. Define the Northwest Passage and explain why early explorers were searching to find it.

SAT
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 AP
 * Not Tested
 Textbook Rating **1**

Topics	Textbook Correlation
7. Vikings 8. Marco Polo 9. Prince Henry 10. Purpose of All-water Route to Asia 11. Dias and Da Gama 12. Columbus	Chapter 3 Teacher's Edition, pp 112-115 <i>United States History Atlas</i> , pp 18-21
	Instructional Resources

13. Balboa
14. Magellan
15. Cabot
16. Vespucci

	<p>Set the Scene with Literature, pp 116-117</p> <p>Time Lines (Coordinator’s Office)</p> <p>Transparencies 9A-9B, 10, 11</p> <p>Activity Book, pp 15-21</p> <p>Game Time!</p> <p>Linking Social Studies Across the Curriculum, TE, pp 112E-112F</p>
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Instructional Resources	Suggested Strategies/Activities
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<p>Trade Routes of the Americas (Coordinator's Office)</p> <p>Harcourt Video: Making Social Studies Relevant</p> <p>Video: <i>This Just In: Columbus Has Landed</i></p> <p>Kits: Age of Exploration and Discovery</p> <p>Laser Disc: National Geographic American History</p> <p>Web Sites www.hprtec.org</p> <p>www.historylink.com</p> <p>www.historychannel.com</p> <p>www.lessonplanspage.com</p> <p>www.maps101.com</p> <p>www.historynet.com</p> <p>http://geography.miningco.com</p> <p>www.americanhistory.about.com</p> <p>www.historylink101.com</p>	<p>Race to the Top (pp 7-9, Game Time)</p> <p>Explorers Accordion Time Line (attached)</p> <p>A Flip Book About the Vikings (attached)</p> <p>Prince Henry the Navigator-Compass Experiment/Comparing the Routes of Dias and Da Gama (attached)</p> <p>A Ship's Timer/Smells of the New World (attached)</p> <p>Teacher's Edition, Activity Choices pp 118 - 147</p>
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Assessments

Have students write a **Bio-Poem** and/or a **Site Poem** about the people or places they have studied. Guidelines follow this page. **This type of assessment may be used for any unit that you teach.**

Chapter 3 Test - 3-Part Test

Complete the Connect Main Ideas Chart, textbook pg. 146

Cause and Effect Critical Thinking Essay:

How did the capture of Constantinople affect trade between Europe and Asia?

Spanish, French, Dutch Exploration

K	1	2	3	4	5	6	7	8	9	10	11	12	AP	Teaching Time	Quarter
					I			M	MM				MM	5 days	1

P.A.S.S. Objective

III. Time, Continuity, and Change (History)

A. Early Exploration of America:

1. Explain how and why the Age of Exploration led to the European discovery of the Americas.
2. Examine the reasons for, the problems faced, and the results of key expeditions of Portugal, Spain, France, the Netherlands, and England (e.g., Da Gama, Cortes, La Salle, Hudson, and Raleigh) and the competition for control of North America.
3. Identify the impact of the encounter between Europeans and Native Americans.

District Objective(s)

Students will:

1. Outline the achievements of the major Spanish explorers of North and South America.
2. List two reasons that the Spanish came to North America.

SAT

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AP

Textbook Rating 1

Topics	Textbook Correlation
<ol style="list-style-type: none"> 1. Aztecs 2. Incas 3. Ponce de Leon 4. St. Augustine 5. Cortes 6. Pizarro 7. De Vaca 8. De Soto 9. Coronado 10. Seven Cities of Cibola (Gold) 11. Conquistadores 12. Spanish Missions 13. Cartier 14. Champlain 15. Hudson 	Chapter 4, pp 148-170 <i>United States History Atlas</i> , pp 22-29
	Instructional Resources
	Transparencies 12, 13, 14 Activity Book, pp 22-29 <u>Kits:</u> Spanish Exploration of the Southwest U.S. <u>Novels:</u> <i>Dear America Series</i> Time Lines (Coordinator’s Office) Harcourt Video: Making Social Studies Relevant

Instructional Resources	Suggested Strategies/Activities
<p>Linking Social Studies Across the Curriculum, TE, pp 112E-112F</p> <p>Web Sites www.hprtec.org www.historylink.com www.historychannel.com www.lessonplanspage.com www.maps101.com www.historynet.com http://geography.miningco.com www.americanhistory.about.com www.historylink101.com</p>	<p>Spanish Exploration (pp 7-15, 10 American History Plays - attached)</p> <p>Brown Gold (pp 14-16 - Simulation #3 - attached)</p> <p>Spanish Explorers - Web Activity (attached)</p> <p>Activity Choices, Teacher's Edition pp 148-181</p>
Assessments	

Chapter 4 Test - 3-Part Test

Complete the Connect Main Ideas Chart, textbook pg. 180, Activity Book, pg. 29

Critical Thinking Essay:

Did the Spanish treat the Indians and the Africans fairly? Give reasons for your answer.

Europeans Settle Throughout North America

K	1	2	3	4	5	6	7	8	9	10	11	12	AP	Teaching Time	Quarter
					I			M					MM	15 days	2

P.A.S.S. Objective

III. Time, Continuity, and Change (History)

- A. Early Exploration of America:
 - 2. Examine the reasons for, the problems faced, and the results of key expeditions of Portugal, Spain, France, the Netherlands, and England (e.g., Da Gama, Cortes, La Salle, Hudson, and Raleigh) and the competition for control of North America.
 - 3. Identify the impact of the encounter between Europeans and Native Americans.

- B. Colonial America:
 - 1. Describe early European settlements in Colonial America (e.g., Jamestown, Plymouth Plantations, Massachusetts Bay Colony, and New Amsterdam).
 - 2. Identify reasons people came to the Americas (e.g., economic opportunity, slavery, escape from religious persecution, military adventure, and release from prison).
 - 5. Relate the contributions of important individuals and groups (e.g., John Smith, John Rolfe, Puritans, Pilgrims, Roger Williams, Anne Hutchinson, Lord Baltimore, Quakers, William Penn, James Oglethorpe, and Peter Stuyvesant).

District Objective(s)

Students will:

1. Describe the reasons for the conflict between Spanish and English explorers during the reign of Elizabeth I.
2. Recognize the significance of the English defeat of the Spanish Armada in 1588.
3. Explain why France sought colonies in North America.
4. Recognize the importance of John Smith to the survival of Jamestown.
5. Name two changes that assisted in the growth of the Virginia colony.
6. Identify the Pilgrims and explain their reasons for coming to America.
7. Describe the significance of the Mayflower Compact as a step of the American colonists toward self-government.

 SAT CRT EOI AP

Textbook Rating 1

Topics		Textbook Correlation
English Colonization 1. Francis Drake 2. Croatoan 3. Sir Walter Raleigh 4. Roanoke 5. Jamestown 6. John Smith 7. Tobacco 8. Pilgrims 9. Mayflower Compact 10. Joint-Stock Company: (Virginia Co. of London)	French Colonization 1. Marquette/Joliet 2. LaSalle 3. Proprietor Spanish Colonization 1. Horses 2. Missions 3. St. Augustine	Chapter 4, pp 171-181 Chapter 5, pp 194-205 <i>United States History Atlas</i> , pp 30-31
		Instructional Resources
		Transparencies 15, 16 Activity Book, pp 27, 30, 31 Time Lines (Coordinator's Office) Linking Social Studies Across the Curriculum, TE, pp 188E-188F

Instructional Resources	Suggested Strategies/Activities
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<p>Game Time!</p> <p>Harcourt Video: Making Social Studies Relevant</p> <p>Videos: <i>Age of Discovery: English, French and Dutch Exploration</i> <i>Plymouth Colony: First Year</i> <i>Roanoke Parts 1-3</i></p> <p>Kits: Story of the Pilgrims</p> <p>Web Sites www.hprtec.org www.historylink.com www.historychannel.com www.lessonplanspage.com www.maps101.com www.historynet.com http://geography.miningco.com www.americanhistory.about.com www.historylink101.com</p>	<p>The Pilgrims' Arrival (10 American History Plays for the Classroom - pg. 16-25 - attached)</p> <p>Question Master (pg. 10-11, Game Time)</p> <p>Understanding the Words of the Mayflower Compact (Teacher's Edition, pg. 175)</p> <p>Activity Choices, Teacher's Edition pp 171-181, 194-205</p>
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Assessments

<p>Chapter 4 - 3-Part Test</p> <p>Unit 2 Test (Chapter 3 & 4)</p> <p>Individual Performance Task (A Traveler in the Americas)</p> <p>Group Performance Task (Making an Encounter Mural)</p> <p>Essay Thinking Critically: Explore Viewpoints- What reasons did the Spanish king give for wanting to build missions in the borderlands? How might the Indians have viewed those reasons?</p>
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Life in the British Colonies: New England

K	1	2	3	4	5	6	7	8	9	10	11	12	AP	Teaching Time	Quarter
					I			M					MM	4 days	2

P.A.S.S. Objective

III. Time, Continuity, and Change (History)

B. Colonial America:

1. Describe early European settlements in Colonial America (e.g., Jamestown, Plymouth Plantations, Massachusetts Bay Colony, and New Amsterdam).
2. Identify reasons people came to the Americas (e.g., economic opportunity, slavery, escape from religious persecution, military adventure, and release from prison).
3. Compare and contrast life in the colonies in the eighteenth century from various perspectives (e.g., large landowners, farmers, artisans, women, slaves, and indentured servants).
4. Describe the similarities and differences (e.g., social, agricultural, and economic) in the New England, the mid-Atlantic, and the southern colonies.
5. Relate the contributions of important individuals and groups (e.g., John Smith, John Rolfe, Puritans, Pilgrims, Roger Williams, Anne Hutchinson, Lord Baltimore, Quakers, William Penn, James Oglethorpe, and Peter Stuyvesant).

District Objective(s)

Students will:

1. Describe the effect of geography on the economy of each area.
2. Identify the cause and effect relationship between the natural resources of a region and patterns of settlement.
3. Discuss the influence of religion on the settlement of the colonies.
4. Identify the ethnic groups who settled in the various geographic areas.
5. Identify the major ways colonists made a living in the various colonies.
6. Describe the education that young people received in the colonies.
7. Describe the cause and effect of the establishments of slavery.
8. Outline the structure of the government that existed in the colonies.
9. Name major historical figures and describe contributions to the settlement of the U.S.

SAT CRT EOI AP **Textbook Rating 1**

Topics	Textbook Correlation
<ol style="list-style-type: none"> 1. Puritans 2. Roger Williams 3. Anne Hutchinson 4. Fundamental Orders of Connecticut 5. Triangular Trade (Slave Trade) 6. Village Life 	<p>Chapter 5, pp 206-210 Chapter 6, pp 229-233</p> <p><i>United States History Atlas</i>, pp 32-33</p>
	Instructional Resources

7. Education
8. Massachusetts Bay Colony
9. Apprentice
10. Charter
11. Conestoga Wagon

	<p>Activity Book, pp 32, 38</p> <p>Time Lines (Coordinator’s Office)</p> <p>Linking Social Studies Across the Curriculum, TE, pp 188E-188F</p>
Instructional Resources	Suggested Strategies/Activities
<p>Harcourt Video: Making Social Studies Relevant</p> <p>Game Time!</p> <p>Web Sites www.hprtec.org www.historylink.com www.historychannel.com www.lessonplanspage.com www.maps101.com www.historynet.com http://geography.miningco.com www.americanhistory.about.com www.historylink101.com</p> <p>Videos: <i>Puritan Family of Early New England</i> <i>William Penn and the Quakers</i></p> <p>Kits: Light in the Forest</p> <p>Laser Disc: Great Americans: Benjamin Franklin and George Washington National Geographic American History</p> <p>Novels: Dear America Novel Series</p>	<p>The Art of Quilting (U.S. History, Part I, pg. 4 - attached)</p> <p>Colonists’ First Homes (U.S. History, Part I, pg. 5 - attached))</p> <p>Colonial Life (p. 10-11 American History Poems - attached)</p> <p>APVA Jamestown Rediscovery - Web Activity - attached)</p> <p>Activity Choices, Teacher’s Edition pp 206-210, 229-233</p>
Assessment	

Chapter 5, 6 - 3-Part Test

Unit 3 Test (Chapters 5 & 6)

Individual Performance Task (Imports and Exports)

Group Performance Task (A Radio Commercial)

Cause and Effect Essay:

What effect did the triangular trade routes have on the people of the British colonies?

Life in the British Colonies: Middle Colonies

K	1	2	3	4	5	6	7	8	9	10	11	12	AP	Teaching Time	Quarter
					I			M					MM	4 days	2

P.A.S.S. Objective

III. Time, Continuity, and Change (History)

B. Colonial America:

1. Describe early European settlements in Colonial America (e.g., Jamestown, Plymouth Plantations, Massachusetts Bay Colony, and New Amsterdam).
2. Identify reasons people came to the Americas (e.g., economic opportunity, slavery, escape from religious persecution, military adventure, and release from prison).
3. Compare and contrast life in the colonies in the eighteenth century from various perspectives (e.g., large landowners, farmers, artisans, women, slaves, and indentured servants).
4. Describe the similarities and differences (e.g., social, agricultural, and economic) in the New England, the mid-Atlantic, and the southern colonies.
5. Relate the contributions of important individuals and groups (e.g., John Smith, John Rolfe, Puritans, Pilgrims, Roger Williams, Anne Hutchinson, Lord Baltimore, Quakers, William Penn, James Oglethorpe, and Peter Stuyvesant).

District Objective(s)

Students will:

1. Describe the effect of geography on the economy of each area.
2. Identify the cause and effect relationship between the natural resources of a region and patterns of settlement.
3. Discuss the influence of religion on the settlement of the colonies.
4. Identify the ethnic groups who settled in the various geographic areas.
5. Identify the major ways colonists made a living in the various colonies.
6. Describe the education that young people received in the colonies.
7. Describe the cause and effect of the establishments of slavery.
8. Outline the structure of the government that existed in the colonies.
9. Name major historical figures and describe contributions to the settlement of the U.S.

SAT

CRT

EOI

AP

Textbook Rating 1

Topics

Textbook Correlation

<ol style="list-style-type: none"> 1. Bread Colonies 2. New Netherlands 3. Peter Stuyvesant 4. William Penn 5. Quakers 6. Ben Franklin 7. Poor Richard's Almanac 8. Immigrants 9. Frontier Life 10. Fall Line 	Chapter 5, pp 211-217 Chapter 6, pp 241-245 <i>United States History Atlas</i> , pp 32-33
	Instructional Resources
	Activity Book, pp 33, 41 Laser Disc: Great Americans: Benjamin Franklin and George Washington National Geographic American History

Instructional Resources	Suggested Strategies/Activities
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<p>Harcourt Video: Making Social Studies Relevant</p> <p>Web Sites www.hprtec.org www.historylink.com www.historychannel.com www.lessonplanspage.com www.maps101.com www.historynet.com http://geography.miningco.com www.americanhistory.about.com www.historylink101.com Time Lines (Coordinator's Office) Dear America Novel Series</p>	<p>Colonial America - Web Activity - attached</p> <p>Write a Letter to William Penn - Teacher's Edition, p. 216</p> <p>Activity Choices, Teacher's Edition pp 211-217, 241-245</p>
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Assessments

Chapter 5 - 3-Part Test

Chapter 6 - 3-Part Test

Unit 3 Test (Chapters 5 & 6)

Individual Performance Task (Imports & Exports)

Group Performance Task (A Radio Commercial)

Complete the Connect Main Ideas Chart, textbook, page 248, Activity Book, page 43

Life in the British Colonies: Southern Colonies

K	1	2	3	4	5	6	7	8	9	10	11	12	AP	Teaching Time	Quarter
					I			M					MM	4 days	2

P.A.S.S. Objective

III. Time, Continuity, and Change (History)

B. Colonial America:

1. Describe early European settlements in Colonial America (e.g., Jamestown, Plymouth Plantations, Massachusetts Bay Colony, and New Amsterdam).
2. Identify reasons people came to the Americas (e.g., economic opportunity, slavery, escape from religious persecution, military adventure, and release from prison).
3. Compare and contrast life in the colonies in the eighteenth century from various perspectives (e.g., large landowners, farmers, artisans, women, slaves, and indentured servants).
4. Describe the similarities and differences (e.g., social, agricultural, and economic) in the New England, the mid-Atlantic, and the southern colonies.
5. Relate the contributions of important individuals and groups (e.g., John Smith, John Rolfe, Puritans, Pilgrims, Roger Williams, Anne Hutchinson, Lord Baltimore, Quakers, William Penn, James Oglethorpe, and Peter Stuyvesant).

District Objective(s)

Students will:

1. Describe the effect of geography on the economy of each area.
2. Identify the cause and effect relationship between the natural resources of a region and patterns of settlement.
3. Discuss the influence of religion on the settlement of the colonies.
4. Identify the ethnic groups who settled in the various geographic areas.
5. Identify the major ways colonists made a living in the various colonies.
6. Describe the education that young people received in the colonies.
7. Describe the cause and effect of the establishment of slavery.
8. Outline the structure of the government that existed in the colonies.
9. Name major historical figures and describe contributions to the settlement of the U.S.

 SAT CRT EOI AP**Textbook Rating 1**

Topics	Textbook Correlation
1. George Calvert	Chapter 5, pp 218-224
2. James Oglethorpe	Chapter 6, pp 235-240
3. Plantation Life	
4. Cash Crop	<i>United States History Atlas</i> , pp 32-35
5. Indentured Servant	
6. Slaves	Instructional Resources
7. Indigo	Activity Book, pp 34-35, 40
8. Debtors	
9. Huguenots	Time Lines (Coordinator's Office)
10. John Rolfe	
11. House of Burgesses	Harcourt Video: Making Social Studies Relevant
12. Toleration Act	
Instructional Resources	Suggested Strategies/Activities

<p><u>Web Sites</u> www.hprtec.org www.historylink.com www.historychannel.com www.lessonplanspage.com www.maps101.com www.historynet.com http://geography.miningco.com www.americanhistory.about.com www.historylink101.com</p> <p><u>Kits:</u> America: Colonization to Constitution Light in the Forest</p> <p><u>Laser Disc:</u> National Geographic American History</p> <p><u>Novels:</u> <i>Dear America Series</i></p>	<p>Bulletin Board Idea (Teacher’s Edition, pg. 188E)</p> <p>Thinking Organizer - Compare and Contrast Southern and New England Colonies (T 11)</p> <p>Black and White (Poem) attached</p> <p>Activity Choices, Teacher’s Edition pp 218-224, 235-240</p> <p><u>Additional Vocabulary</u> Toleration Act - A guarantee that all Christians had the right to worship as they please.</p>
Assessments	
<p>Chapter 5 - 3-Part Test</p> <p>Chapter 6 - 3-Part Test</p> <p>Unit 3 Test (Chapters 5 & 6)</p> <p>Individual Performance Task (Imports & Exports)</p> <p>Group Performance Task (A Radio Commercial)</p> <p>Essay Think Critically: How were southern waterways important to plantation life?</p>	

Differences Divide Britain and Its Colonies

K	1	2	3	4	5	6	7	8	9	10	11	12	AP	Teaching Time	Quarter
					I			M					MM	13 days	2

P.A.S.S. Objective

III. Time, Continuity, and Change (History)

C. American Revolution:

1. Examine sources and results of conflicts between England and Colonial America (e.g., Stamp Act, Boston Massacre, Intolerable Acts, Boston Tea Party, Battles of Lexington and Concord, Battle of Saratoga, and Battle of Yorktown).
2. Identify key individuals who contributed to the American Revolution (e.g., Samuel Adams, Paul Revere, George Washington, Thomas Paine, Thomas Jefferson, Marquis de Lafayette, King George III, and Lord Cornwallis).

IV. Production, Distribution, and Consumption (Economics)

- B. Explain the differences that exist using cash, checks, and credit to purchase goods and services.
- C. Give examples that show how scarcity and choice govern economic decisions (e.g., Boston Tea, cost of tickets to concerts and sporting events, and the price of gasoline).
- *D. Describe the relationship between taxation and government services.

District Objective(s)

Students will:

1. Explain the causes and results of the French and Indian War.
2. Identify and discuss actions taken by the British that led to conflict between the colonists and British (e.g., taxation/representation, mercantilism, loyalty, geography, etc.).
3. Explain what the colonists meant by “no taxation without representation.”
4. Discuss the importance of the events at Lexington and Concord.
5. Name major historical figures and describe their roles in the colonists’ struggle for freedom (e.g., John Adams, Crispus Attucks, Patrick Henry, Paul Revere, George III, etc.).

SAT CRT EOI AP *Not Tested

Textbook Rating 1

Topics	Textbook Correlation		
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> 6. French and Indian War 7. Stamp Act 8. Patrick Henry 9. Boycott 10. Patriots 11. Stamp Act Congress 12. Proclamation of 1763 13. King George III 14. Boston Massacre 15. Crispus Attucks 16. Sons of Liberty 17. Paul Revere 18. John Adams 19. Colonial Legislature 20. Loyalist </td> <td style="width: 50%; vertical-align: top;"> 16. Samuel Adams 17. First Continental Congress 18. Minute Men 19. Boston Tea Party 20. Committee of Correspondence 21. Intolerable Acts 22. Allies 23. Quartering Act 24. Parliament 25. Self Government 26. English Trade Laws 27. Taxes 28. Lexington/Concord </td> </tr> </table>	6. French and Indian War 7. Stamp Act 8. Patrick Henry 9. Boycott 10. Patriots 11. Stamp Act Congress 12. Proclamation of 1763 13. King George III 14. Boston Massacre 15. Crispus Attucks 16. Sons of Liberty 17. Paul Revere 18. John Adams 19. Colonial Legislature 20. Loyalist	16. Samuel Adams 17. First Continental Congress 18. Minute Men 19. Boston Tea Party 20. Committee of Correspondence 21. Intolerable Acts 22. Allies 23. Quartering Act 24. Parliament 25. Self Government 26. English Trade Laws 27. Taxes 28. Lexington/Concord	Chapter 7 Teacher’s Edition, pp 256-261 <i>United States History Atlas</i> , pp 36-37
6. French and Indian War 7. Stamp Act 8. Patrick Henry 9. Boycott 10. Patriots 11. Stamp Act Congress 12. Proclamation of 1763 13. King George III 14. Boston Massacre 15. Crispus Attucks 16. Sons of Liberty 17. Paul Revere 18. John Adams 19. Colonial Legislature 20. Loyalist	16. Samuel Adams 17. First Continental Congress 18. Minute Men 19. Boston Tea Party 20. Committee of Correspondence 21. Intolerable Acts 22. Allies 23. Quartering Act 24. Parliament 25. Self Government 26. English Trade Laws 27. Taxes 28. Lexington/Concord		
Instructional Resources			
Unit 4 Visual Summary Poster Literature Link , TE pp 260-261 Activity Book, pp 44-49 Transparencies 20, 21, 22 Game Time!			

Instructional Resources	Instructional Resources
<p>Linking Social Studies Across the Curriculum, Teacher's Edition, pp 256E-256F</p> <p>Videos: <i>Boston Tea Party</i> <i>Johnny Tremain</i> <i>April Morning</i> <i>Shot Heard 'Round the World</i> <i>Ben and Me</i> <i>Private Yankee Doodle</i> <i>The Constitution: The Document That Gave Birth to a Nation</i> <i>Jean Fritz: Six Revolutionary War Figures</i> <i>George Washington: The Man Who Would Be King</i></p> <p>Kits: Famous Patriots of the American Revolution American Documents The Revolution George Washington My Brother Sam is Dead</p> <p>Laser Disc: Great Americans: Benjamin Franklin and George Washington Great Americans: Andrew Jackson and Thomas Jefferson</p> <p>Poem: <i>The Midnight Ride of Paul Revere</i> by Henry Wadsworth Longfellow</p> <p>Novels: <i>Felicity (American Girl Series)</i> <i>Sign of the Beaver</i> <i>Dear America Series</i></p>	<p>Time Lines (Coordinator's Office)</p> <p>Harcourt Video: Making Social Studies Relevant</p> <p>Web Sites www.hprtec.org www.historylink.com www.historychannel.com www.lessonplanspage.com www.maps101.com www.historynet.com http://geography.miningco.com www.americanhistory.about.com www.historylink101.com</p> <hr/> <p style="text-align: center;">Suggested Strategies/Activities</p> <p>Around the Room (Game Time, p 11)</p> <p>The Boston Tea party (10 American History Plays) - attached</p> <p>A Tea Merchant's Daughter (American History Poems, p. 12) - attached</p> <p>Activity Choices, Teacher's Edition, pp 262-287</p>
Assessments	

1. Why did the Stamp Act, Sugar Act, Tea Act, and Townshend Acts provoke many colonists to protest?
 - A. The acts raised the price of tea.
 - B. The acts placed a tax on farm products.
 - C. The colonists thought they were being taxed without representation in Parliament.
 - D. The colonists had to pay taxes with silver coins.

Answer: C

Critical Thinking Essay: After the end of the French and Indian War, Britain passed the Proclamation of 1763. Write one paragraph explaining what the Proclamation of 1763 was, why it was passed, and how the colonists reacted to it.

Chapter 7 - 3-Part Test

The War For Independence

K	1	2	3	4	5	6	7	8	9	10	11	12	AP	Teaching Time	Quarter
					I			M					MM	10 days	3

P.A.S.S. Objective

III. Time, Continuity, and Change (History)

- C. American Revolution:
 1. Examine sources and results of conflicts between England and Colonial America.
 2. Identify key individuals who contributed to the American Revolution.
- D. Early Federal Period:
 1. Identify and interpret the basic ideals expressed in and the reasons for writing the Declaration of Independence (e.g., “all men are created equal,” and “life, liberty, and the pursuit of happiness”) and the United States Constitution (e.g., the goals listed in the Preamble).

IV. Production, Distribution, and Consumption (Economics)

- B. Explain the differences that exist using cash, checks, and credit to purchase goods and services.
- *D. Describe the relationship between taxation and government services.

District Objective(s)

Students will:

1. Describe early battles of the Revolutionary War and explain their importance.
2. Explain the significance of the Declaration of Independence as a key American document.
3. Compare problems faced by the Americans with those faced by the British Army.
4. Contrast the positions of the Patriots and the Loyalists.
5. Locate and describe main victories and setbacks.
6. Discuss the roles of Black patriots and women in the war.

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 *Not Tested
 Textbook Rating 1

Topics

Textbook Correlation

1. George Washington 7. Second Continental Congress 8. Bunker Hill 9. Thomas Paine: <i>Common Sense</i> 10. Declaration of Independence: Thomas Jefferson	Chapter 8 <i>United States History Atlas</i> , pp 38-39
11. Loyalists 12. Mercenaries 13. Women in the War	Instructional Resources
9. Hessians 10. Battle of Saratoga 16. John Paul Jones 11. Valley Forge 17. Yorktown 12. George Rogers Clark 18. Cornwallis 13. Continental Army 19. Francis Marion 14. Treaty of Paris (Swamp Fox) 15. Marquis de Lafayette	Activity Book, pp 50-57 Transparencies 23, 24, 25 Game Time! Unit 4 Visual Summary Poster Literature Through History: <i>Samuel's Choice</i> , pp 306-309

Instructional Resources	Suggested Strategies/Activities
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<p>Linking Social Studies Across the Curriculum, Teacher's Edition, pp 256E-256F</p> <p>Harcourt Video: Making Social Studies Relevant</p> <p><u>Novels:</u> <i>Dear America Series</i> <i>The American Revolution</i> <i>And Then What Happened, Paul Revere,</i> by Jean Fritz</p> <p><u>Web Sites</u> www.hprtec.org www.historylink.com www.historychannel.com www.lessonplanspage.com www.maps101.com www.historynet.com http://geography.miningco.com www.americanhistory.about.com www.historylink101.com</p>	<p>My K-W-H-L - The American Revolution, pg. 8 - attached</p> <p>The King's M & M's - Simulation #9 - attached</p> <p>In Other Words - The American Revolution, pg. 15 - attached</p> <p>The Loyalist & Patriot's Debate - attached</p> <p>Activity Choices, Teacher's Edition pp 288-319</p>
<p>Assessments</p>	
<p>Chapter 8 - 3-Part Test</p> <p>Unit 4 Test - Chapters 7 & 8 Test</p> <p>Group Performance Task (The Declaration of Independence)</p> <p>Individual Performance Task (A Letter Home)</p> <p>Complete the Connect Main Ideas Chart, textbook page 318, Activity Book, page 57</p> <p>Cause and Effect Essay: How did the military training of Continental soldiers affect the war?</p>	

The Constitution: A New Government

K	1	2	3	4	5	6	7	8	9	10	11	12	AP	Teaching Time	Quarter
					I			R			M		MM	20 days	3

P.A.S.S. Objective

II. Governance, Civic Ideals and Practices (Civics/Government)

- *A. Explain the purposes of government.
- B. Outline the major provisions of the United States Constitution, and identify the government bodies and branches that make laws (legislative), carry out the laws (executive), and determine if laws have been violated (judicial).
- C. Explain the rights and responsibilities of citizens identified in the United States Constitution, including the Bill of Rights.

III. Time, Continuity, and Change (History)

- D. Early Federal Period:
 - 2. Describe the struggles involved in writing the United States Constitution (e.g., the interests of large states and small states, and major compromises over representation in Congress), its ratification (e.g., Federalists vs Anti-Federalists), and the addition of the Bill of Rights.
 - 3. Examine the emergence of the two-party political system in the presidential elections of 1796 and 1800.

District Objective(s)

Students will:

1. Describe the characteristics of the new nation under the Articles of Confederation.
2. Trace the origin and explain fundamental ideas behind the Constitution and the Bill of Rights.
3. Outline the major provisions of the United States Constitution (e.g., separation of powers, systems of checks and balances).
4. Examine the way the Constitution and the Bill of Rights protect people's rights.
5. Propose reasons for voting and participating in the election process in order to preserve their rights and fulfill their responsibilities as United States citizens.
6. Examine ways which citizens may effectively voice their opinions and effect change in government.
7. Identify major historical figures and describe their role in helping establish the foundations of our government.

SAT CRT EOI AP *Not Tested

Textbook Rating 1

Topics	Textbook Correlation
<ol style="list-style-type: none"> 1. State Government / States' Rights 2. Articles of Confederation 3. Northwest Ordinance 4. Shays's Rebellion 5. Constitutional Convention 6. Federalists 7. Anti-Federalists 8. The Constitution 9. Federal System 10. Separation of Powers 11. Checks and Balances 	<ol style="list-style-type: none"> 12. Whiskey Rebellion 13. Great Compromise 14. Amendment 15. Ratification 16. Bill of Rights 17. Cabinet 18. Political Parties 19. Preamble <p>Chapter 9, Chapter 10 Teacher's Edition, pp 326-329</p> <p><i>United States History Atlas</i>, pp 40-41</p> <p style="text-align: center;">Instructional Resources</p>

	Unit 5 Visual Summary Poster Linking Social Studies Across the Curriculum, TE, pp 326E-326F Transparencies 26-30
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Instructional Resources	Suggested Strategies/Activities
Set the Scene with Literature, pp 330 331 Activity Book, pp 58-70 Harcourt Video: Making Social Studies Relevant Game Time! Videos: <i>The Constitution: A History of our Future</i> <i>Sh! We're Writing the Constitution</i> Web Sites www.hprtec.org www.historylink.com www.historychannel.com www.lessonplanspage.com www.maps101.com www.historynet.com http://geography.miningco.com www.americanhistory.about.com www.historylink101.com	Concentration - The New Nation, pp 13-16 - Game Time Consensus - Simulation #11 - attached Compromise - Simulation #13 - attached Bill of Rights Rap - attached Examine Meaning - Preamble (pp 70-73) attached Activity Choices, Teacher's Edition pp 332-387 Additional Vocabulary Whiskey Rebellion: The western farmers felt that the whiskey tax was as unfair as British taxes. This was a test of the Federal Government's power.
Assessments	

Chapter 9 - 3-Part Test

Chapter 10 - 3-Part Test

Unit 5 Test

Individual Performance Task (Preamble to the U.S. Constitution)

Group Performance Task (Create a One-Act Play)

1. The writers of the Constitution made sure no one branch of government could become too powerful by
 - A. making the President the leader of all three branches.
 - B. creating a system of checks and balances.
 - C. creating political parties.
 - D. appointing the leader of each branch for life.

Answer: B

On the Move

K	1	2	3	4	5	6	7	8	9	10	11	12	AP	Teaching Time	Quarter
					I			M					MM	10 days	4

P.A.S.S. Objective

III. Time, Continuity, and Change (History)

- *E. Growth and Changes in the United States from 1800 to 1850:
- *1. Sequence the territorial exploration, expansion, and settlement of the United States (e.g., the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Florida, Texas, Oregon, and California).
 - *2. Describe the impact of Andrew Jackson’s presidency (e.g., the first “common man” elected president and the passage of the Indian Removal Act).
 - *3. Relate some of the major influences on westward expansion (e.g., the Monroe Doctrine, canals and river systems, railroads, economic incentives, and the frontier spirit) to the distribution and movement of people, goods, and services.

District Objective(s)

Students will:

1. Recognize the pattern of settlement of the United States was greatly affected by the geography of the land.
2. Explain the importance of the Louisiana Purchase to the growth of the United States.
3. Outline the reasons that the United States went to war with Britain in 1812.

SAT CRT EOI AP * Not Tested Textbook Rating 1

Topics

Textbook Correlation

<ul style="list-style-type: none"> 4. Daniel Boone 5. Cumberland Gap 6. Battle of Tippecanoe 7. Tecumseh 8. Louisiana Purchase 9. Lewis and Clark 10. War of 1812 11. Monroe Doctrine 12. Pioneer Life 13. Sacagawea 14. Impressment 15. War Hawks 16. Francis Scott Key 	<p>Chapter 11 Teacher’s Edition, pp 394-397</p> <p><i>United States History Atlas</i>, pp 42-47</p> <hr/> <p style="text-align: center;">Instructional Resources</p> <hr/> <p>Activity Book, pp 71-76</p> <p>Transparencies 31-32</p> <p>Set the Scene with Literature, pp 398-401</p> <p>Unit 6 Visual Summary Poster</p> <p>Linking Social Studies Across the Curriculum, TE pp 394E-394F</p> <p>Time Lines (Coordinator’s Office)</p>
Instructional Resources	Instructional Resources

<p>Game Time!</p> <p>Harcourt Video: Making Social Studies Relevant</p> <p>Web Sites www.hprtec.org www.historylink.com www.historychannel.com www.lessonplanspage.com www.maps101.com www.historynet.com http://geography.miningco.com www.americanhistory.about.com www.historylink101.com</p> <p>Videos: <i>Tell Me Why: Americana</i> <i>Oregon Trail</i> <i>Kits:</i> <i>Famous Trailblazers of Early America</i></p>	<p>Laser Disc: Great Americans: Andrew Jackson and Thomas Jefferson National Geographic American History</p> <p>Novels: <i>Kirsten (American Girl Series)</i> <i>Westward Movement in American History</i> <i>Dear America Series</i></p> <p>Historical Advisor and Re-enactor: Virgil T. Staggs Phone (405) 282-0933 or call the Oklahoma Historical Society</p>
	<p>Suggested Strategies/Activities</p>
	<p>Widget Assembly - Simulation # 14 - attached</p> <p>Our Nation Grows Grab Bag (Game Time!)</p> <p>Activity Choices, Teacher's Edition pp 402-409</p> <p>Additional Vocabulary Flatboat - Raft used to carry passengers and goods down river. Mountain Men- A rough group of fur trappers who were also explorers.</p>
<p>Assessment</p>	
<p>Chapter 11 - 3-Part Test</p> <p>Group Performance Task (Traveling West)</p> <p>Individual Performance Task (Life on the Road)</p> <p>Complete the Connect Main Ideas Chart, textbook page 428, Activity Book, page 76</p> <p>Critical Thinking Essay: Why do you think President Jefferson thought it was important for Lewis and Clark to explore the Louisiana Purchase?</p>	

Westward Expansion

K	1	2	3	4	5	6	7	8	9	10	11	12	AP	Teaching Time	Quarter
					I			M					MM	20 days	4

P.A.S.S. Objective

III. Time, Continuity, and Change (History)

- *E. Growth and Changes in the United States from 1800 to 1850:
 - *1. Sequence the territorial exploration, expansion, and settlement of the United States.
 - *2. Describe the impact of Andrew Jackson’s presidency (e.g., the first “common man” elected president and the passage of the Indian Removal Act).
 - *3. Relate some of the major influences on westward expansion.
 - *4. Identify the ways manufacturing and inventions (e.g., cotton gin, McCormick reaper, steamboat, and steam locomotive) created an Industrial Revolution in the United States.
 - *5. Examine the abolitionist and women’s suffrage movements and their leaders.

District Objective(s)

Students will:

1. Describe Jackson’s Presidency and explain how democracy became stronger during his time.
2. Describe how growth of America affected the American Indians.
3. Describe the effect of the Industrial Revolution of American manufacturing.
4. Identify major historical figures and describe their roles in the expansion and settlement of the west.

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 * Not Tested

Textbook Rating 1

Topics

Textbook Correlation

<p>Jackson's Presidency</p> <ol style="list-style-type: none"> 1. Rise of the Common Man 2. Indian Removals 3. Trail of Tears 4. Transportation Systems 5. Fulton's Folly (Clermont) 6. Turnpikes 7. Railroads 8. Erie Canal <p>Reforms and Reformers</p> <ol style="list-style-type: none"> 1. Temperance Movement 2. Abolitionists 3. William Lloyd Garrison 4. Frederick Douglas 5. Horace Mann 6. Sojourner Truth 7. Women's Rights 8. Lucretia Mott 9. Elizabeth Cady Stanton 10. Susan B. Anthony 11. Declaration of Sentiments 	<p>Industrial Revolution</p> <ol style="list-style-type: none"> 1. Interchangeable Parts 2. Samuel Slater 3. Eli Whitney 4. Francis Lowell 5. Textiles 6. Cotton Gin <p>Westward Ho</p> <ol style="list-style-type: none"> 1. Manifest Destiny 2. Stephen Austin 3. Sam Houston 4. The Alamo 5. Battle of San Jacinto 6. Texas Independence 7. General Santa Anna 8. Oregon Territory-Willamette Valley 9. Oregon Trail 10. Mormons 11. Brigham Young 12. Forty-Niners 13. Republic of Texas 14. Sutter's Mill 15. Gadsden Pur. 16. Mex. Cession 	<p>Chapter 12 Chapter 13, pg. 479 <i>United States History Atlas</i>, pp 48-59</p> <hr/> <p>Instructional Resources</p> <hr/> <p>Activity Book, pp 77-85 Transparencies 33-35 Unit 6 Visual Summary Poster Game Time!</p> <p><u>Novels:</u> <i>Dear America Series</i></p>
Instructional Resources	Suggested Strategies/Activities	

<p>Linking Social Studies Across the Curriculum, TE pp 394E-394F</p> <p>Harcourt Video: Making Social Studies Relevant</p> <p><u>Web Sites</u> www.hprtec.org www.historylink.com www.historychannel.com www.lessonplanspage.com www.maps101.com www.historynet.com http://geography.miningco.com www.americanhistory.about.com www.historylink101.com</p>	<p>The Oregon Trail Home Page Web Site - attached</p> <p>Oregon Trail Map Activity - attached</p> <p>The Oregon Trail Play (American History Plays) - attached</p> <p>Simulation Activities (all attached) The Heartbreak of Pioneering #16 Move Out #17 Merchants and Miners #18</p> <p>Lewis and Clark Crossword Puzzle - attached</p> <p>The Trail of Tears Play (American History Plays) - attached</p> <p>Activity Choices, Teacher's Edition pp 430-461</p> <p><u>Additional Vocabulary</u> Turnpikes - Private roads blocked by pikes; required payment of a toll by travelers. Temperance Movement- Campaign against drinking started in the 1800's.</p>
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Assessments

<p>Chapter 12 - 3-Part Test</p> <p>Unit 6 Test (Chapters 11 and 12)</p> <p>Individual Performance Task (Life on the Road)</p> <p>Group Performance Task (Traveling West)</p> <p>Chapter 13 - 3-Part Test</p> <p>Complete the Connect Main Ideas Chart, textbook page 460, Activity Book, page 84</p> <p>Cause and Effect Essay: What effect did the California gold rush have on the growth of the United States?</p>
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