

### Topics & Standards

### North American Colonization

### Quarter 1

### History:

- 1. Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position
- 2. North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons.
- 3. Competition for control of territory and resources in North America led to conflicts among colonizing powers.

### Geography:

- 13. Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography.
- 14. The availability of natural resources contributed to the geographic and economic expansion of the United States, sometimes resulting in unintended environmental consequences
- 15. The movement of people, products and ideas resulted in new patterns of settlement and land use that influenced the political and economic development of the United States

### **Economics:**

22. Choices made by individuals, businesses and governments have both present and future consequences.

Time Frame	Curriculum Units &	Opportunities for	Resources	Technology and
	Assessment	integration	(Curriculum or	Differentiated Learning
	(Evidence)		Textbook)	,,
The First	UBD Framework	Language Arts	McGraw Hill	www.connected.mcgraw-hill.com
The First Americans 3 Weeks	Unit: Formative/Summative Assessments  • 3-5 tasks that reach DOK 3-4 AND/OR  • 2-3 FATPS/RAFTS  • At least 1 GRASP per quarter  • At least 1 Common Short Cycle per quarter  *Assessments located within unit McGraw-Hill Assessment Resources  • Lesson Review • Chapter Assessment • Progress Check • Self-Check Quiz	CCSS.ELA-LITERACY.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally)  CCSS.ELA-LITERACY.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.  McGraw-Hill Text Literacy Resources  Study to Succeed Graphic Novels Titical Thinking Research and Writing Skills Content/Academic Vocabulary Biographies	McGraw Hill Discovering our Past: History of the United States-Early Years (Chapter 1)  Defined Stem  Discovery Learning  Reading Like a Historian	www.discoveryeducation.com (daily videos and current events)  www.definedstem.com (GRASPS-Project based Learning)  http://sheg.stanford.edu/us (Reading Like a Historian lessons and activities)  http://www.archives.gov/education/ (Professional Development, Documents, Archived materials, non-fictional articles, exhibits)  Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediation."

Exploring	UBD Framework		McGraw Hill	www.connected.mcgraw-hill.com
the Americas	Unit:	Language Arts	Discovering our Past:	
	Formative/Summative	CCSS.ELA-LITERACY.RH.6-8.9	History of the United	www.discoveryeducation.com
2 Weeks	Assessments	Analyze the relationship between a	States-Early Years	(daily videos and current events)
	<ul> <li>2-3 tasks that reach DOK 3-4 AND/OR</li> <li>1-2 FATPS/RAFTS</li> <li>At least 1 GRASP per</li> </ul>	primary and secondary source on the same topic.	(Chapter 2)	www.definedstem.com (GRASPS-Project based Learning)
	quarter  • At least 1 GNASF per quarter	CCSS.ELA-LITERACY.RH.6-8.7	Defined Stem	http://sheg.stanford.edu/us (Reading Like a Historian lessons and activities)
	*Assessments located within unit  McGraw-Hill Assessment  Resources	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	Discovery Learning	http://www.archives.gov/education/ (Professional Development, Documents, Archived materials, non-fictional articles, exhibits)
	Lesson Review			Differentiated Instruction and ELL support listed in online resources under Lesson
	<ul><li>Chapter Assessment</li><li>Progress Check</li><li>Self-Check Quiz</li></ul>	McGraw-Hill Text Literacy Resources		Planning "Differentiation and Remediation."
		<ul><li>Study to Succeed</li><li>Graphic Novels</li></ul>		
		<ul> <li>Graphic Novels</li> <li>21<sup>st</sup> century</li> <li>Communication and</li> <li>Critical Thinking</li> </ul>		
		<ul> <li>Research and Writing Skills</li> </ul>		
		<ul><li>Content/Academic</li><li>Vocabulary</li><li>Biographies</li></ul>		
Colonial America	UBD Framework	Language Arts	McGraw Hill	www.connected.mcgraw-hill.com

2 Weeks	Unit: Colonization to Independence  Formative/Summative	CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.  CCSS.ELA-LITERACY.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.  McGraw-Hill Text Literacy Resources  Study to Succeed Graphic Novels 21st century Communication and Critical Thinking Research and Writing Skills Content/Academic Vocabulary Biographies	Discovering our Past: History of the United States-Early Years (Chapter 3)  Defined Stem  Discovery Learning	www.definedstem.com (GRASPS-Project based Learning)  http://sheg.stanford.edu/us (Reading Like a Historian lessons and activities)  http://www.archives.gov/education/ (Professional Development, Documents, Archived materials, non-fictional articles, exhibits)  http://www.pbs.org/wgbh/amex/tcrr/sfeat ure/sf_interview.html (Documents, Archived materials, Articles, Interviews, Primary sources)  Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediation."
Life in the American Colonies 2 Weeks	UBD Framework Unit: Colonization to Independence	Language Arts  CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	McGraw Hill Discovering our Past: History of the United States-Early Years (Chapter 4)	www.connected.mcgraw-hill.com  www.discoveryeducation.com (daily videos and current events)  www.definedstem.com (GRASPS-Project based Learning)

Fo	rmative/Summative
	Assessments
	2-3 tacks that reach DO

- 2-3 tasks that reach DOK 3-4 AND/OR
- 1-2 FATPS/RAFTS
- At least 1 GRASP per quarter
- At least 1 Common Short Cycle per quarter

\*Assessments located within unit McGraw-Hill Assessment

#### Resources

- Lesson Review
- Chapter Assessment
- Progress Check
- Self-Check Quiz

CCSS.ELA-LITERACY.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

### McGraw-Hill Text Literacy Resources

- Study to Succeed
- Graphic Novels
- 21<sup>st</sup> century Communication and Critical Thinking
- Research and Writing Skills
- Content/Academic
   Vocabulary
- Biographies

Defined Stem

**Discovery Learning** 

http://sheg.stanford.edu/us

(Reading Like a Historian lessons and activities)

http://www.archives.gov/education/

(Professional Development, Documents, Archived materials, non-fictional articles, exhibits)

http://www.loc.gov/teachers/classroomma terials/lessons/tinker/procedure.html

(Lesson plans, activities on Colonial America)

Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediation."

### Topics & Standards

### History:

### American Revolution

### Quarter 2

 $\underline{1}$ . Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.

- 4. The practice of race-based slavery led to the forced migration of Africans to the American colonies. Their knowledge and traditions contributed to the development of those colonies and the United States.
- 5. The ideas of the Enlightenment and dissatisfaction with colonial rule led English colonists to write the Declaration of Independence and launch the American Revolution.
- 6. The outcome of the American Revolution was national independence and new political, social and economic relationships for the American people.
- 7. Problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Constitution.
- 8. Actions of early presidential administrations established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion.

### Government:

- 18. Participation in social and civic groups can lead to the attainment of individual and public goals.
- 19. Informed citizens understand how media and communication technology influence public opinion.
- 20. The U.S. Constitution established a federal system of government, a representative democracy and a framework with separation of powers and checks and balances
- 21. The U.S. Constitution protects citizens' rights by limiting the powers of government.

### Geography:

- 13. Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography.
- 14. The availability of natural resources contributed to the geographic and economic expansion of the United States, sometimes resulting in unintended environmental consequences.
- 15. The movement of people, products and ideas resulted in new patterns of settlement and land use that influenced the political and economic development of the United States.
- 16. Cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole.
- 17. Americans began to develop a common national identity among its diverse regional and cultural populations based on democratic ideals.

### **Economics:**

22. Choices made by individuals, businesses and governments have both present and future consequences.

Time Frame	Curriculum Units &	Opportunities for	Resources	Technology and
	Assessment	integration	(Curriculum or	Differentiated Learning
	(Evidence)		Textbook)	
The Spirit of	<b>UBD Framework</b>	Language Arts	McGraw Hill	www.connected.mcgraw-hill.com
Independence 2 Weeks	Unit: A New Nation  Unit: A New Nation  Great Work Coming Soort So	CCSS.ELA- LITERACY.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic. CCSS.ELA- LITERACY.RH.6-8.1 Cite specific textual evidence	Discovering our Past: History of the United States- Early Years (Chapter 5)  Defined Stem	www.discoveryeducation.com (daily videos and current events)  www.definedstem.com (GRASPS-Project based Learning)  http://sheg.stanford.edu/us (Reading Like a Historian lessons and activities)
	3-4 AND/OR  • 1-2 FATPS/RAFTS  • At least 1 GRASP per quarter  • At least 1 Common Short Cycle per quarter  *Assessments located within unit McGraw-Hill Assessment  Resources  • Lesson Review • Chapter Assessment • Progress Check • Self-Check Quiz	to support analysis of primary and secondary sources.  CCSS.ELA- LITERACY.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.  McGraw-Hill Text Literacy Resources  Study to Succeed Graphic Novels 21st century Communication	Discovery Learning	http://www.archives.gov/education/ (Professional Development, Documents, Archived materials, non-fictional articles, exhibits)  http://www.loc.gov/teachers/classroo mmaterials/lessons/tinker/procedure. html (Lesson plans, activities on Colonial America)  Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediation."

		<ul> <li>and Critical Thinking</li> <li>Research and Writing Skills</li> <li>Content/Academic Vocabulary</li> <li>Biographies</li> </ul>		
The American	UBD Framework	Language Arts	McGraw Hill	www.connected.mcgraw-hill.com
Revolution	Unit: A New Nation	CCSS.ELA-	Discovering our Past:	
2 Weeks	Under Construction Great Work Coming Soort	LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps)	History of the United States- Early Years (Chapter 6)	www.discoveryeducation.com (daily videos and current events)  www.definedstem.com
	Formative/Summative	with other information in print and digital texts.		(GRASPS-Project based Learning)
	Assessments  2-3 tasks that reach DOK 3-4 AND/OR  1-2 FATPS/RAFTS	CCSS.ELA- LITERACY.RH.6-8.8 Distinguish among fact,	Defined Stem "The Backpack"	http://sheg.stanford.edu/us (Reading Like a Historian lessons and activities) http://www.archives.gov/education/
	<ul> <li>At least 1 GRASP per quarter</li> <li>At least 1 Common Short</li> </ul>	opinion, and reasoned judgment in a text.	Discovery Learning	(Professional Development, Documents, Archived materials, non-fictional articles, exhibits)
	Cycle per quarter *Assessments located within unit McGraw-Hill Assessment Resources	McGraw-Hill Text Literacy Resources		http://www.loc.gov/teachers/classroommaterials/lessons/tinker/procedure. html (Lesson plans, activities on Colonial America)
	<ul> <li>Lesson Review</li> <li>Chapter Assessment</li> <li>Progress Check</li> <li>Self-Check Quiz</li> </ul>	<ul> <li>Study to Succeed</li> <li>Graphic Novels</li> <li>21<sup>st</sup> century</li> <li>Communication</li> </ul>		Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediation."

		and Critical Thinking  Research and Writing Skills Content/Academic Vocabulary Biographies		
A More	<b>UBD Framework</b>	Language Arts	McGraw Hill	www.connected.mcgraw-hill.com
Perfect Union	Unit: A New Nation	CCSS.ELA-	Discovering our Past:	
	Under Construction	LITERACY.RH.6-8.1 Cite specific textual evidence	History of the United States-	www.discoveryeducation.com (daily videos and current events)
2 Weeks	Great Work Coming Soor!	to support analysis of primary	Early Years	(ually videos and current events)
		and secondary sources.	(Chapter 7)	www.definedstem.com
	Formative/Summative	CCSS.ELA-		(GRASPS-Project based Learning)
	Assessments	LITERACY.RH.6-8.2	Defined Stem	http://sheg.stanford.edu/us
	• 2-3 tasks that reach DOK	Determine the central ideas or	Defined Stem	(Reading Like a Historian lessons and activities)
	3-4 AND/OR • 1-2 FATPS/RAFTS	information of a primary or secondary source; provide an	Discovery Learning	http://www.archives.gov/education/
	At least 1 GRASP per	accurate summary of the		(Professional Development, Documents, Archived
	quarter	source distinct from prior		materials, non-fictional articles, exhibits)
	At least 1 Common Short	knowledge or opinions.		http://www.loc.gov/teachers/classroo
	Cycle per quarter *Assessments located within unit	McGraw-Hill Text		mmaterials/lessons/tinker/procedure.
	McGraw-Hill Assessment	Literacy Resources		<u>html</u>
	Resources			(Lesson plans, activities on Colonial America)
	1.0304.003	<ul> <li>Study to Succeed</li> </ul>		Differentiated Instruction and ELL
	<ul> <li>Lesson Review</li> </ul>	<ul> <li>Graphic Novels</li> </ul>		support listed in online resources under
	Chapter Assessment	<ul> <li>21<sup>st</sup> century</li> </ul>		Lesson Planning "Differentiation and
	<ul><li>Progress Check</li><li>Self-Check Quiz</li></ul>	Communication		Remediation."
	Jen-Check Quiz			

		and Critical Thinking  Research and Writing Skills Content/Academic Vocabulary Biographies		
Constitution	UBD Framework	Language Arts	McGraw Hill	www.connected.mcgraw-hill.com
0.117 1	Unit:	CCSS.ELA- LITERACY.RH.6-8.1	Discovering our Past:	
$2\ Weeks$	Formative/Summative	Cite specific textual evidence	History of the United States-	www.discoveryeducation.com (daily videos and current events)
	Assessments	to support analysis of primary	Early Years (Chapter 8)	(daily reaces and carrent events)
	• 2-3 tasks that reach DOK	and secondary sources. CCSS.ELA-	(Chapter 8)	www.definedstem.com (GRASPS-Project based Learning)
	3-4 AND/OR	LITERACY.RH.6-8.2		(GRASPS-Project based Learning)
	<ul><li>1-2 FATPS/RAFTS</li><li>At least 1 GRASP per</li></ul>	Determine the central ideas or	Defined Stem	http://sheg.stanford.edu/us
	quarter	information of a primary or secondary source; provide an		(Reading Like a Historian lessons and activities)
	At least 1 Common Short	accurate summary of the	Discovery Learning	http://www.archives.gov/education/
	Cycle per quarter	source distinct from prior		(Professional Development, Documents, Archived
	*Assessments located within unit McGraw-Hill Assessment	knowledge or opinions.		materials, non-fictional articles, exhibits)
	Resources	McGraw-Hill Text		http://lcweb2.loc.gov/ammem/ndlped
	<u>Nesources</u>	Literacy Resources		u/lessons/constitu/const-l1.html
	Lesson Review			(Lesson plans, materials from Library of Congress)
	Chapter Assessment     Progress Chack	Study to Succeed		http://historymatters.gmu.edu/brows
	<ul><li>Progress Check</li><li>Self-Check Quiz</li></ul>	Graphic Novels		e/makesense/_(Strategies for understanding
		• 21 <sup>st</sup> century		online documents)
		Communication		Differentiated Instruction and ELL
		and Critical		support listed in online resources under
		Thinking		

		<ul> <li>Research and         Writing Skills</li> <li>Content/Academic         Vocabulary</li> <li>Biographies</li> </ul>		Lesson Planning "Differentiation and Remediation."
$(Q2\ continued)$	UBD Framework	Language Arts CCSS.ELA-	McGraw Hill	www.connected.mcgraw-hill.com
The	Unit:	LITERACY.RH.6-8.9	Discovering our Past:	1
Federalist	Formative/Summative	Analyze the relationship	History of the United States-	www.discoveryeducation.com (daily videos and current events)
Era	Assessments	between a primary and	Early Years	(duity videos and earrent events)
1-2 Weeks	• 2-3 tasks that reach DOK 3-4 AND/OR	secondary source on the same topic.	(Chapter 9)	www.definedstem.com (GRASPS-Project based Learning)
	<ul><li>1-2 FATPS/RAFTS</li><li>At least 1 GRASP per quarter</li></ul>	McGraw-Hill Text	Defined Stem	http://sheg.stanford.edu/us (Reading Like a Historian lessons and activities)
	At least 1 Common Short     Cycle per quarter     *Assessments located within unit	Literacy Resources  • Study to Succeed	Discovery Learning	http://www.archives.gov/education/ (Professional Development, Documents, Archived materials, non-fictional articles, exhibits)
	McGraw-Hill Assessment Resources  Lesson Review	<ul> <li>Graphic Novels</li> <li>21<sup>st</sup> century</li> <li>Communication</li> </ul>		http://lcweb2.loc.gov/ammem/ndlped u/lessons/constitu/const-l1.html (Lesson plans, materials from Library of Congress)
	<ul> <li>Chapter Assessment</li> <li>Progress Check</li> <li>Self-Check Quiz</li> </ul>	and Critical Thinking  Research and Writing Skills		http://historymatters.gmu.edu/brows e/makesense/ (Strategies for understanding online documents)
		<ul><li>Content/Academic</li><li>Vocabulary</li><li>Biographi</li></ul>		Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediation."

### Topics & Standards

### Westward Expansion

### Quarter 3

### History:

- 1. Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.
- 4. The practice of race-based slavery led to the forced migration of Africans to the American colonies. Their knowledge and traditions contributed to the development of those colonies and the United States.
- 8. Actions of early presidential administrations established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion.
- 9. The United States added to its territory through treaties and purchases.
- 10. Westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico and the displacement of American Indians.

### Geography:

- 13. Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography.
- 14. The availability of natural resources contributed to the geographic and economic expansion of the United States, sometimes resulting in unintended environmental consequences.
- 15. The movement of people, products and ideas resulted in new patterns of settlement and land use that influenced the political and economic development of the United States.
- 16. Cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole.

17. Americans began to develop a common national identity among its diverse regional and cultural populations based on democratic ideals.

### Government:

- 18. Participation in social and civic groups can lead to the attainment of individual and public goals.
- 19. Informed citizens understand how media and communication technology influence public opinion.

### **Economics:**

23. The Industrial Revolution fundamentally changed the means of production as a result of improvements in technology, use of new power resources, the advent of interchangeable parts and the shift from craftwork to factory work.

Time Frame	Curriculum Units	Opportunities for	Resources	Technology and
	& $Assessment$	integration	(Curriculum or	Differentiated Learning
	(Evidence)		Textbook)	
The Jefferson	<b>UBD Framework</b>	Language Arts	McGraw Hill	www.connected.mcgraw-hill.com
The Jefferson Era  2 Week		CCSS.ELA-LITERACY.RH.6- 8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.  CCSS.ELA-LITERACY.RH.6- 8.8 Distinguish among fact, opinion, and reasoned judgment in a text.  McGraw-Hill Text Literacy Resources  Study to Succeed Graphic Novels Communication and Critical Thinking Research and Writing Skills	,	www.discoveryeducation.com (daily videos and current events)  www.definedstem.com (GRASPS-Project based Learning)  http://sheg.stanford.edu/us (Reading Like a Historian lessons and activities)  http://www.archives.gov/education/ (Professional Development, Documents, Archived materials, non-fictional articles, exhibits)  Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediation."
		<ul><li>Content/Academic</li><li>Vocabulary</li><li>Biographies</li></ul>		

History of the United

States-Early Years

(Chapter 11)

Discovery Learning

### Growth and Expansion

2 Weeks

#### **UBD Framework**

**Unit: Expansion** 



### Formative/Summative Assessments

- 2-3 tasks that reach DOK 3-4 AND/OR
- 1-2 FATPS/RAFTS
- At least 1 GRASP per quarter
- At least 1 Common Short Cycle per quarter

\*Assessments located within unit

### McGraw-Hill Assessment Resources

- Lesson Review
- Chapter Assessment
- **Progress Check**
- Self-Check Quiz

### **Language Arts**

CCSS.ELA-LITERACY.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

#### CCSS.ELA-LITERACY.RH.6-8.5

Describe how a text presents information (e.g., sequentially, comparatively, causally).

### McGraw-Hill Text Literacy Resources

- 21st century and Critical Thinking
- Content/Academic Vocabulary

www.connected.mcgraw-hill.com McGraw Hill Discovering our Past:

> www.discoverveducation.com (daily videos and current events)

www.definedstem.com

(GRASPS-Project based Learning)

**Defined Stem** http://sheg.stanford.edu/us (Reading Like a Historian lessons and activities)

> http://www.archives.gov/education/ (Professional Development, Documents, Archived

materials, non-fictional articles, exhibits)

http://lcweb2.loc.gov/ammem/ndlpedu/le ssons/constitu/const-l1.html

(Lesson plans, materials from Library of Congress)

Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediation."

- Study to Succeed
- **Graphic Novels**
- Communication
- Research and Writing Skills
- **Biographies**

### The Jackson Era

2 Weeks

#### **UBD Framework**

**Unit: Expansion** 



### Formative/Summative Assessments

- 2-3 tasks that reach DOK 3-4 AND/OR
- 1-2 FATPS/RAFTS
- At least 1 GRASP per quarter
- At least 1 Common Short Cycle per quarter

\*Assessments located within unit

### McGraw-Hill Assessment Resources

- Lesson Review
- Chapter Assessment
- Progress Check
- Self-Check Quiz

### Language Arts

CCSS.ELA-LITERACY.RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

### CCSS.ELA-LITERACY.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

### McGraw-Hill Text Literacy Resources

- Study to Succeed
- Graphic Novels
- 21<sup>st</sup> century Communication and Critical Thinking
- Research and Writing Skills
- Content/Academic Vocabulary
- Biographies

McGraw Hill
Discovering our Past:
History of the United
States-Early Years
(Chapter 12)

**Defined Stem** 

**Discovery Learning** 

### www.connected.mcgraw-hill.com

#### www.discoveryeducation.com

(daily videos and current events)

www.definedstem.com (GRASPS-Project based Learning)

#### http://sheg.stanford.edu/us

(Reading Like a Historian lessons and activities)

#### http://www.archives.gov/education/

(Professional Development, Documents, Archived materials, non-fictional articles, exhibits)

http://lcweb2.loc.gov/ammem/ndlpedu/lessons/constitu/const-l1.html

(Lesson plans, materials from Library of Congress)

http://www.pbs.org/weta/thewest/lesson

<u>plans/</u> (Lesson plans, materials, videos from PBS)

Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediation."

### Manifest Destiny

3 Weeks

#### **UBD Framework**

**Unit: Expansion** 



### Formative/Summative Assessments

- 2-3 tasks that reach DOK 3-4 AND/OR
- 1-2 FATPS/RAFTS
- At least 1 GRASP per quarter
- At least 1 Common Short Cycle per quarter

\*Assessments located within unit

### McGraw-Hill Assessment Resources

- Lesson Review
- Chapter Assessment
- Progress Check
- Self-Check Quiz

### **Language Arts**

CCSS.ELA-LITERACY.RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-LITERACY.RH.6-8.8

Distinguish among fact, opinion, and reasoned judgment in a text.

### McGraw-Hill Text Literacy Resources

- Study to Succeed
- Graphic Novels
- 21<sup>st</sup> century Communication and Critical Thinking
- Research and Writing Skills
- Content/Academic Vocabulary
- Biographies

McGraw Hill
Discovering our Past:
History of the United
States-Early Years

Defined Stem

(Chapter 13)

**Discovery Learning** 

### www.connected.mcgraw-hill.com

#### www.discoveryeducation.com

(daily videos and current events)

www.definedstem.com (GRASPS-Project based Learning)

### http://sheg.stanford.edu/us

(Reading Like a Historian lessons and activities)

#### http://www.archives.gov/education/

(Professional Development, Documents, Archived materials, non-fictional articles, exhibits)

http://lcweb2.loc.gov/ammem/ndlpedu/lessons/constitu/const-l1.html

(Lesson plans, materials from Library of Congress)

http://www.pbs.org/weta/thewest/lesson

<u>plans/</u> (Lesson plans, materials, videos from PBS)

Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediation."

### Topics & Standards

### History:

### Civil War

### Quarter 4

- 1. Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.
- 11. Disputes over the nature of federalism, complicated by economic developments in the United States, resulted in sectional issues, including slavery, which led to the American Civil War.
- 12. The Reconstruction period resulted in changes to the U.S. Constitution, an affirmation of federal authority and lingering social and political differences.

### Geography:

- 13. Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography.
- 14. The availability of natural resources contributed to the geographic and economic expansion of the United States, sometimes resulting in unintended environmental consequences.
- 15. The movement of people, products and ideas resulted in new patterns of settlement and land use that influenced the political and economic development of the United States.
- 16. Cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole.

### Government:

- 17. Americans began to develop a common national identity among its diverse regional and cultural populations based on democratic ideals.
- 18. Participation in social and civic groups can lead to the attainment of individual and public goals.
- 19. Informed citizens understand how media and communication technology influence public opinion.

### **Economics:**

- 22. Choices made by individuals, businesses and governments have both present and future consequences.
- 24. Governments can impact markets by means of spending, regulations, taxes and trade barriers.
- 25. The effective management of one's personal finances includes using basic banking services (e.g., savings accounts and checking accounts) and credit.

Time Frame	Curriculum Units &	Opportunities for	Resources	Technology and
	Assessment	integration	(Curriculum or	Differentiated Learning
	(Evidence)		Textbook)	
North and	UBD Framework	Language Arts	McGraw Hill	www.connected.mcgraw-hill.com
South	Unit:	CCSS.ELA-LITERACY.RH.6-	Discovering our Past:	
South 2 Weeks	Formative/Summative    Assessments	8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.  CCSS.ELA-LITERACY.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).  McGraw-Hill Text Literacy Resources  Study to Succeed Graphic Novels Communication and Critical Thinking Research and Writing Skills	Discovering our Past: History of the United States-Early Years (Chapter 14)  Defined Stem  Discovery Learning	www.discoveryeducation.com (daily videos and current events)  www.definedstem.com (GRASPS-Project based Learning)  http://sheg.stanford.edu/us (Reading Like a Historian lessons and activities)  http://www.archives.gov/education/ (Professional Development, Documents, Archived materials, non-fictional articles, exhibits)  http://lcweb2.loc.gov/ammem/ndlpedu/lessons/constitu/const-l1.html (Lesson plans, materials from Library of Congress)  http://www.pbs.org/weta/thewest/lesson_plans/_(Lesson plans, materials, videos from PBS)  Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediation."
		<ul><li>Content/Academic</li><li>Vocabulary</li><li>Biographies</li></ul>		

The Spirit of	UBD Framework	Language Arts	McGraw Hill	www.connected.mcgraw-hill.com
Reform	Unit:	CCSS.ELA-LITERACY.RH.6-	Discovering our Past:	
2 Weeks	Formative/Summative    Assessments	8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.  CCSS.ELA-LITERACY.RH.6- 8.8 Distinguish among fact, opinion, and reasoned judgment in a text.  McGraw-Hill Text Literacy Resources  Study to Succeed Graphic Novels Tight Communication and Critical Thinking Research and Writing Skills Content/Academic Vocabulary	History of the United States-Early Years (Chapter 15)  Defined Stem  Discovery Learning	www.discoveryeducation.com (daily videos and current events)  www.definedstem.com (GRASPS-Project based Learning)  http://sheg.stanford.edu/us (Reading Like a Historian lessons and activities)  http://www.archives.gov/education/ (Professional Development, Documents, Archived materials, non-fictional articles, exhibits)  http://lcweb2.loc.gov/ammem/ndlpedu/lessons/constitu/const-l1.html (Lesson plans, materials from Library of Congress)  http://www.pbs.org/weta/thewest/lesson_plans/_(Lesson plans, materials, videos from PBS)  Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediation."
The Civil War	UBD Framework	Biographies     Language Arts	McGraw Hill	www.connected.mcgraw-hill.com
	Talliework	CCSS.ELA-LITERACY.RH.6-	IVICOI AW I IIII	www.comiccica.mcgraw-min.com
3 Weeks		8.1		www.discoveryeducation.com

	Unit: Civil War and	Cite specific textual evidence to	Discovering our Past:	(daily videos and current events)
		support analysis of primary and	Discovering our Past:	(daily videos and current events)
	Reconstruction	secondary sources.	History of the United	www.definedstem.com
	Under Construction	•	States-Early Years	(GRASPS-Project based Learning)
	Great Work Coming Soon!	CCSS.ELA-LITERACY.RH.6-	(Chapter 16-17)	
		8.2		http://sheg.stanford.edu/us
	Formative/Summative	Determine the central ideas or		(Reading Like a Historian lessons and activities)
	Assessments	information of a primary or secondary source; provide an	Defined Stem	Differentiated Instruction and ELL support
	• 2-3 tasks that reach DOK 3-4	accurate summary of the source		listed in online resources under Lesson
	AND/OR	distinct from prior knowledge	Discovery Learning	Planning "Differentiation and
	1-2 FATPS/RAFTS     At least 1 CRASP page supplies.	or opinions.		Remediation."
	<ul><li>At least 1 GRASP per quarter</li><li>At least 1 Common Short</li></ul>			
	Cycle per quarter	McGraw-Hill Text Literacy		
	*Assessments located within unit	<u>Resources</u>		
	McGraw-Hill Assessment			
	Resources	Study to Succeed		
	<del>Nesources</del>	<ul> <li>Graphic Novels</li> </ul>		
	<ul> <li>Lesson Review</li> </ul>	<ul> <li>21<sup>st</sup> century</li> </ul>		
	<ul> <li>Chapter Assessment</li> </ul>	Communication		
	<ul> <li>Progress Check</li> </ul>	and Critical		
	<ul> <li>Self-Check Quiz</li> </ul>	Thinking		
		Research and		
		Writing Skills		
		Content/Academic		
		Vocabulary		
		<ul><li>Biographies</li></ul>		
The	UBD Framework	Language Arts	McGraw Hill	www.connected.mcgraw-hill.com
Reconstruction	Unit: Civil War and		Discovering our Past:	
Era	Reconstruction	CCSS.ELA-LITERACY.RH.6- 8.7	History of the United	www.discoveryeducation.com
		Integrate visual information	States-Early Years	(daily videos and current events)
2 Weeks		(e.g., in charts, graphs,	(Chapter 18)	www.definedstem.com
			<u> </u>	WWW.GGIIIIGGGGIII.GGIII



### Formative/Summative Assessments

- 2-3 tasks that reach DOK 3-4 AND/OR
- 1-2 FATPS/RAFTS
- At least 1 GRASP per quarter
- At least 1 Common Short Cycle per quarter

\*Assessments located within unit McGraw-Hill Assessment

### Resources

- Lesson Review
- Chapter Assessment
- Progress Check
- Self-Check Quiz

photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-LITERACY.RH.6-

Distinguish among fact, opinion, and reasoned judgment in a text.

### McGraw-Hill Text Literacy Resources

- Study to Succeed
- Graphic Novels
- 21<sup>st</sup> century Communication and Critical Thinking
- Research and Writing Skills
- Content/Academic Vocabulary
- Biographies

Discovery Learning

Defined Stem

(GRASPS-Project based Learning)

http://sheg.stanford.edu/us (Reading Like a Historian lessons and activities)

http://www.archives.gov/education/

(Professional Development, Documents, Archived materials, non-fictional articles, exhibits)

http://lcweb2.loc.gov/ammem/ndlpedu/lessons/constitu/const-l1.html

(Lesson plans, materials from Library of Congress)

http://www.pbs.org/historyofus

(Freedom in America videos, articles, lesson plans)

Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediation."