

# Zanesville City Schools

## Social Studies Scope and Sequence

### 2021-2022



**Course: ZHS CP U.S. History**

**Unit: OUR FOUNDING DOCUMENTS 1**

**Length of Unit: 3 TO 4 WEEKS**

<b>Title/Theme: OUR FOUNDING DOCUMENTS - This is a thematic unit which covers the founding documents of the United States including the Declaration of Independence, the Articles of Confederation, the Northwest Ordinance, the U.S. Constitution, and the Bill of Rights.</b>	
<b>Social Studies Standards - Ohio's New Learning Standards</b>	<ol style="list-style-type: none"> <li>1. The use of primary and secondary sources of information includes an examination of the credibility of each source.</li> <li>2. Historians develop theses and use evidence to support or refute positions.</li> <li>3. Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long- and short-term causal relations.</li> <li>4. The Declaration of Independence reflects an application of Enlightenment ideas to the grievances of British subjects in the American colonies.</li> <li>5. The Northwest Ordinance addressed a need for government in the Northwest Territory and established precedents for the future governing of the United States.</li> <li>6. The U.S. Constitution established the foundations of the American nation and the relationship between the people and their government.</li> <li>7. The debate presented by the Federalist and Anti-Federalist Papers over protections for individuals and limits on government power resulted in the Bill of Rights. The Bill of Rights provides constitutional protections for individual liberties and limits on governmental power.</li> </ol>
<b>ELA Anchor Standards</b>	<p>CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>CCSS.ELA-Literacy.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p>CCSS.ELA-Literacy.W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences</p>

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<b>Essential Questions</b>	<p>How are the founding documents, which were created over 200 years ago, still relevant today?</p> <p>How were the founding documents created, structured, maintained, and changed?</p> <p>What were some of the main issues of disagreement between the Federalists and Anti-Federalists?</p>
<b>Resources</b>	<p>The Bill of Rights</p> <p>The U.S. Constitution</p> <p>The Declaration of Independence</p> <p>Common Sense by Thomas Paine</p> <p>Northwest Ordinance</p> <p>Federalist Papers</p>
<b>Formatives</b>	<p>Constitution Webquest (iCivics.org)</p> <p>Journal Entries</p> <p>Quizlet.com Vocabulary Quizzes</p> <p>Bill of Rights Poster</p> <p>Interactive Notebook</p> <p>Revolutionary War/Bill of Rights Bingo</p> <p>Song Analysis – Louie, Louie</p> <p>Song Analysis - Fortunate Son</p> <p>Film Analysis – The Patriot</p> <p>Film Analysis – Charlie Brown and the Birth of the Constitution</p> <p>Crossword Puzzle</p> <p>Focus ? - The Muppets at the Continental Congress</p>

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<b>Writing Tasks</b>	<p>Edward Snowden Essay – Pro vs. Con Thesis Essay</p> <p>“Are all people created equal?” – Thesis Essay</p>
<b>Key Vocabulary</b>	<p>Northwest Ordinance, Amendment, federalists, Declaration of Independence, Articles of Confederation, Bill of Rights, anti-federalists</p> <p>Quartering Act, ratification, republic, James Madison, Thomas Jefferson, Checks and Balances, John Locke, Voltaire, Montesquieu, Magna Carta, Enlightenment, Northwest Territory, Shays’ Rebellion</p>
<b>Summative</b>	<p>EdCite Test, Paper and Pencil Test, Build Your Own Country Project,</p>
<b>College Preparatory Variations</b>	<p>For this unit, several methods of differentiation will be utilized for the college preparatory classes. One of the primary differences is that the aforementioned “founding documents” will be presented in their original entirety for the CP classes while modified or simplified documents will be used on a case-by-case basis with the regular classes.</p> <p>Another variation will be seen in the writing tasks above. CP students will be expected to write more and in more detail, preparing typed responses to any prompts. In addition, we will attempt to mirror writing in actual college courses by introducing the APA citation format as well.</p> <p>Finally summative tests on EdCite or otherwise will be longer and have more short answer and extended response questions. This will require students to demonstrate more critical thinking skills which will be necessary at the college level.</p>