

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

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

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 and Critical Thinking
- Research and Writing Skills
- Content/Academic Vocabulary
- Biographies

Defined Stem <a href="http://h

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)

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	UBD Framework	Language Arts	McGraw Hill	www.connected.mcgraw-hill.com
The Spirit of Independence 2 Weeks	, ,	Language Arts 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 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.	,	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://www.loc.gov/teachers/classroommaterials/lessons/tinker/procedure. html (Lesson plans, activities on Colonial America) Differentiated Instruction and ELL support listed in online resources under
	 Chapter Assessment Progress Check Self-Check Quiz 	McGraw-Hill Text Literacy Resources Study to Succeed Graphic Novels		Lesson Planning "Differentiation and Remediation."
		• 21 st century Communication		

		and Critical Thinking Research and Writing Skills Content/Academic Vocabulary Biographies		
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	LITERACY.RH.6-8.7 Integrate visual information	History of the United States- Early Years	www.discoveryeducation.com (daily videos and current events)
	Formative/Summative	(e.g., in charts, graphs, photographs, videos, or maps) with other information in print	(Chapter 6)	www.definedstem.com (GRASPS-Project based Learning)
	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	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	Defined Stem "The Backpack" 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/classroommaterials/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."

		and Critical Thinking Research and Writing Skills Content/Academic Vocabulary Biographies		
A More	UBD Framework	Language Arts	McGraw Hill	www.connected.mcgraw-hill.com
Perfect Union	Unit: A New Nation	CCSS.ELA- LITERACY.RH.6-8.1	Discovering our Past:	
9 W 1	Linder Construction	Cite specific textual evidence	History of the United States-	www.discoveryeducation.com (daily videos and current events)
2 Weeks	Great Work Corning Soon!	to support analysis of primary	Early Years (Chapter 7)	(daily videos and current events)
	2 A A 2	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 3-4 AND/OR 	Determine the central ideas or information of a primary or		(Reading Like a Historian lessons and activities)
	• 1-2 FATPS/RAFTS	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 Cycle per quarter 	knowledge or opinions.		http://www.loc.gov/teachers/classroo
	*Assessments located within unit	McGraw-Hill Text		mmaterials/lessons/tinker/procedure.
	McGraw-Hill Assessment	<u>Literacy Resources</u>		html (Lesson plans, activities on Colonial America)
	Resources			(Lesson plans, activities on Colonial America)
		Study to Succeed		Differentiated Instruction and ELL
	Lesson ReviewChapter Assessment	Graphic Novels		support listed in online resources under
	Progress Check	• 21 st century		Lesson Planning "Differentiation and Remediation."
	Self-Check Quiz	Communication		nemediation.

		and Critical Thinking Research and Writing Skills Content/Academic Vocabulary Biographies		
Constitution	UBD Framework	Language Arts	McGraw Hill	www.connected.mcgraw-hill.com
0 III 1	Unit:	CCSS.ELA- LITERACY.RH.6-8.1	Discovering our Past:	diameter and another and
$2\ Weeks$	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 and secondary sources.	Early Years (Chapter 8)	
	 2-3 tasks that reach DOK 	CCSS.ELA-	(Ghapter 6)	www.definedstem.com (GRASPS-Project based Learning)
	3-4 AND/OR	LITERACY.RH.6-8.2		(Olv of 5 110)ccc based ccarming)
	1-2 FATPS/RAFTSAt least 1 GRASP per	Determine the central ideas or information of a primary or	Defined Stem	http://sheg.stanford.edu/us
	quarter	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 *Assessments located within unit	source distinct from prior		(Professional Development, Documents, Archived materials, non-fictional articles, exhibits)
	McGraw-Hill Assessment	knowledge or opinions.		materials, non-neconal articles, extinois,
	Resources	McGraw-Hill Text		http://lcweb2.loc.gov/ammem/ndlped
		<u>Literacy Resources</u>		u/lessons/constitu/const-l1.html
	Lesson Review Chapter Assessment	• Ctudy to Cuccod		(Lesson plans, materials from Library of Congress)
	Chapter AssessmentProgress Check	Study to Succeed Graphic Novels		http://historymatters.gmu.edu/brows
	Self-Check Quiz	 Graphic Novels 21st century 		e/makesense/ (Strategies for understanding
		Communication		online documents)
		and Critical		Differentiated Instruction and ELL
		Thinking		support listed in online resources under

		 Research and Writing Skills Content/Academic Vocabulary Biographies 		Lesson Planning "Differentiation and Remediation."
$(Q2\ continued)$	UBD Framework	Language Arts	McGraw Hill	www.connected.mcgraw-hill.com
The	Unit:	CCSS.ELA- LITERACY.RH.6-8.9	Discovering our Past:	
Federalist	Formative/Summative	Analyze the relationship	History of the United States-	www.discoveryeducation.com
Era	Assessments	between a primary and	Early Years	(daily videos and current 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)
	1-2 FATPS/RAFTSAt least 1 GRASP per quarter	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 McGraw-Hill Assessment Resources	Study to Succeed Graphic Novels 21st century	Discovery Learning	http://www.archives.gov/education/ (Professional Development, Documents, Archived materials, non-fictional articles, exhibits) http://lcweb2.loc.gov/ammem/ndlped u/lessons/constitu/const-l1.html
	 Lesson Review Chapter Assessment Progress Check Self-Check Quiz 	Communication and Critical Thinking Research and Writing Skills Content/Academic Vocabulary Biographi		http://historymatters.gmu.edu/brows e/makesense/ (Strategies for understanding online documents) 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	UBD Framework	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."
		Content/AcademicVocabularyBiographies		

History of the United

States-Early Years

(Chapter 11)

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

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

McGraw Hill <u>www.connected.mcgraw-hill.com</u>
Discovering our Past:

www.discoveryeducation.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)

Discovery Learning

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

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

(Lesson plans, materials from Library of Congress)

materials, non-fictional articles, exhibits)

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
- 21st 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)

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
- 21st 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 13)

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 plans/ (Lesson plans, materials, videos from PBS)

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:	
2 Weeks	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	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).	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)
	 Lesson Review Chapter Assessment Progress Check Self-Check Quiz 	McGraw-Hill Text Literacy Resources Study to Succeed Graphic Novels 21st century Communication and Critical Thinking Research and Writing Skills Content/Academic Vocabulary Biographies		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 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 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
The Civil War	OBD Flaillework	CCSS.ELA-LITERACY.RH.6-	IVICGI AW TIII	www.comiecteu.mcgraw-mii.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)
	Reconstruction Linder Construction Groat Work Coming	support analysis of primary and secondary sources. CCSS.ELA-LITERACY.RH.6-	History of the United States-Early Years (Chapter 16-17)	www.definedstem.com (GRASPS-Project based Learning)
	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	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	Defined Stem Discovery Learning	http://sheg.stanford.edu/us (Reading Like a Historian lessons and activities) Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediation."
	Cycle per quarter *Assessments located within unit McGraw-Hill Assessment Resources Lesson Review Chapter Assessment Progress Check Self-Check Quiz	Resources Study to Succeed Graphic Novels 21st century Communication and Critical Thinking Research and Writing Skills Content/Academic Vocabulary Biographies		
The Reconstruction Era	UBD Framework Unit: Civil War and Reconstruction	Language Arts CCSS.ELA-LITERACY.RH.6- 8.7	McGraw Hill Discovering our Past: History of the United	www.connected.mcgraw-hill.com www.discoveryeducation.com
2 Weeks		Integrate visual information (e.g., in charts, graphs,	States-Early Years (Chapter 18)	(daily videos and current events) www.definedstem.com



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
- 21st century Communication and Critical Thinking
- Research and Writing Skills
- Content/Academic Vocabulary
- Biographies

Defined Stem

Discovery Learning

(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)