

Social Studies U.S. History grade 7

Curriculum Writers: Mary Roberts, Cynthia J. Ryan, Tracy Taglione, Julia Texeira, and Karen Watson

U.S. History ERA/STANDARD	NHS Standards/GSEs/BENCHMARKS (Barrington Public Schools)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
<p>ERA 6 The Development of the Industrial United States (1870-1900)</p> <p>STANDARD 1 6.1 How the rise of corporations, heavy industry, and mechanized farming transformed the American people</p> <p>BIG QUESTION What is the American Dream?</p> <p>OVER ARCHING CONCEPTS Pioneers continue to spread westward across the nation (Western Expansion). Society is affected by the growth of industry (Growth of Industry). Changing patterns of immigration lead to urban growth</p>	<p>(ERAs 1-5 see grade 6)</p> <p>STANDARD 1A The student understands the connections among industrialization, the advent of the modern corporation, and material well-being. Therefore the student is able to</p> <p>SS GSEs SEE MAP</p> <ul style="list-style-type: none"> HP 1 (7-8)-2a HP 3 (7-8)-2c <p>6.1.1 Explain how organized industrial research produced technological breakthroughs, especially the Bessemer steel process, conversion to electrical power, and telephonic communication, and how these innovations transformed the economy, work processes, and domestic life. [Utilize quantitative data]</p> <p>6.1.2 Evaluate the careers of prominent industrial and financial leaders. [Assess the importance of the individual in history]</p> <p>6.1.3 6.1.3 Explain how business leaders sought to limit competition and maximize profits in the late 19th century. [Examine the influence of ideas]</p>	<p><u>DISTRICT INITIATIVES & RESEARCH</u></p> <p>Applies Principles of Learning (POL) ©</p> <ul style="list-style-type: none"> organizing for effort clear expectations fair and credible evaluations recognition of accomplishment academic rigor accountable talk socializing intelligence self-management of learning learning as apprenticeship <p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> tiered assignments jigsawing pre/post assessments anchoring think/pair/share cubing, etc. <p>Models historical thinking skills: chronological thinking, historical comprehension, historical analysis and interpretation, historical research capabilities,</p>	<p>Textbook <i>The American Journey</i> (including supplemental materials) Unit 7: chapters 18,19,20</p> <p>Supplementary books/material <i>The History of Us</i> <i>Doing History</i> <i>Date Line</i> Interact Units of Study <i>Ashes of Roses</i> <i>We Were There Too</i> <i>Mind Sparks</i> Videos: <ul style="list-style-type: none"> Transcontinental Railroad </p> <p>Technology LCD projectors Computer lab www.unitedstreaming.com www.rido.net www.rido.ri.gov/instruction/curriculum BMS website (Share Point) Arizona Geography Alliance (maps) Population Reference Bureau</p> <p>Materials Atlas</p>	<p><u>STANDARDIZED AND REQUIRED</u></p> <ul style="list-style-type: none"> Midyear and final exams Common Tasks Formative Assessments Rubrics Essential Questions <p><u>SUGGESTED</u></p> <p>Anecdotal records</p> <p>Debates</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <p>Journals</p> <p>Multiple Intelligences assessments (e.g. role playing – bodily kinesthetic, graphic organizing – visual, collaboration- interpersonal, etc.)</p> <p>Oral presentations</p> <p>Research project</p> <p>Reading Strategies</p> <ul style="list-style-type: none"> Before: <ul style="list-style-type: none"> RAT (R-7, R-13) SQ3R During: <ul style="list-style-type: none"> two column notes (R-7, R-

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<p>(Urbanization).</p> <p>ESSENTIAL QUESTIONS</p> <ol style="list-style-type: none"> 1. <i>Why do people become pioneers?</i> 2. <i>Is it possible to destroy a culture?</i> 3. <i>How do changes in technology affect society?</i> 4. <i>What do people lose and gain when they immigrate?</i> 5. <i>To what extent can people change their class?</i> 	<p>STANDARD 1B The student understands the rapid growth of cities and how urban life changed.</p> <p>6.1.4 Explain how geographical factors and rapid industrialization created different kinds of cities in diverse regions of the country. [Draw upon data in historical maps]</p> <p>6.1.5 Trace the migration of people from farm to city and their adjustment to urban life. [Appreciate historical perspectives]</p> <p>6.1.6 Analyze how urban political machines gained power and how they were viewed by immigrants and middle-class reformers. [Consider multiple perspectives]</p> <p>6.1.7 Investigate how urban leaders, such as architects and philanthropists, responded to the challenges of rapid urbanization. [Assess the importance of the individual in history]</p> <p>STANDARD 1C The student understands how agriculture, mining, and ranching were transformed.</p> <p>SS GSEs SEE MAP</p> <ul style="list-style-type: none"> • C & G 1 (7-8)-2a <p>6.1.8 Explain how major geographical and technological influences, including</p>	<p>and historical issues - analysis and decision-making</p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> • investigating topics in depth • exercising choice and responsibility by choosing their own topics for inquiry • involving exploration of open questions that challenge students' thinking • involving students in active participation in the classroom and the wider community • involving students in both independent inquiry and cooperative learning • involving students in reading, writing, observing, discussing, and debating • building upon students' prior knowledge; exploring a full range of culture found in America <p>Facilitates strategies of summarizing and paraphrasing ELA R-7, R-8):</p>	<p>School library resources</p> <p>On-line data bases classroom research books (as requested)</p> <p>Community</p>	<p>13</p> <ul style="list-style-type: none"> ○ Reciprocal Teaching ○ graphic organizers ○ QAR <ul style="list-style-type: none"> • After: <ul style="list-style-type: none"> ○ summarizing (R-7, R-13) ○ 5-3-1 ○ ACES • Vocabulary e.g. Frayer model, KIM • Text Structure (identify and write) (R13) <ul style="list-style-type: none"> ○ cause/effect ○ sequence ○ description ○ problem/solution ○ compare/contrast <p>Socratic Circles</p> <p>Tests/quizzes</p> <p>Written responses e.g.</p> <ul style="list-style-type: none"> • Responding to literary and informational text • Informational writing - report and persuasive (W-6,7,8)

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	<p>hydraulic engineering and barbed wire, affected farming, mining, and ranching. [Draw upon data in historical maps]</p> <p>6.1.9 Explain the conflicts that arose during the settlement of the "last frontier" among farmers, ranchers, and miners. [Consider multiple perspectives]</p> <p>6.1.10 Explain the significance of farm organizations. [Analyze multiple causation]</p> <p>6.1.11 Analyze the role of the federal Government - particularly in terms of Native American policy- in the transformation of the West.</p> <p>STANDARD 1D The student understands the effects of rapid industrialization on the environment and the emergence of the first conservation movement.</p> <p>6.1.12 Explain the origins of the conservation movement in the late 19th century. [Examine the influence of ideas]</p>	<ul style="list-style-type: none"> graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart) two column note taking 5-3-1 QAR Read around the text ACES <p>Addresses multiple intelligences (instructional strategies)</p>		
<p>ERA 6 The Development of the Industrial United States (1870-1900)</p> <p>STANDARD 2</p>	<p>STANDARD 2A The student understands the</p>	<p><u>DISTRICT INITIATIVES & RESEARCH</u></p> <p>Applies Principles of Learning (POL) ©</p> <ul style="list-style-type: none"> organizing for effort clear expectations fair and credible evaluations recognition of accomplishment academic rigor accountable talk 	<p>Textbook <i>The American Journey (including supplemental materials)</i></p> <p>Supplementary books/material</p>	<p>STANDARDIZED AND REQUIRED</p> <ul style="list-style-type: none"> Midyear and final exams Common Tasks Formative Assessments Rubrics Essential Questions

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<p>6.2 Massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity.</p> <p>BIG QUESTION What is the American Dream?</p> <p>OVER ARCHING CONCEPTS Pioneers continue to spread westward across the nation (Western Expansion)</p> <p>Society is affected by the growth of industry (Growth of Industry)</p> <p>Changing patterns of immigration lead to urban growth (Urbanization)</p> <p>ESSENTIAL QUESTIONS</p> <ol style="list-style-type: none"> Why do people become 	<p>sources and experiences of the new immigrants. Therefore the student is able to</p> <p>SS GSEs SEE MAP</p> <ul style="list-style-type: none"> HP2(7-8)-1b <p>6.2.1 Distinguish between the "old" and "new" immigration in terms of its volume and the immigrants' ethnicity, religion, language, place of origin, and motives for emigrating from their homelands. [Analyze multiple causation]</p> <p>6.2.2 Trace patterns of immigrant settlement in different regions of the country and how new immigrants helped produce a composite American culture that transcended group boundaries. [Reconstruct patterns of historical succession and duration]</p> <p>6.2.3 Assess the challenges, opportunities, and contributions of different immigrant groups. [Examine historical perspectives]</p> <p>STANDARD 2B The student understands race relations, and the struggle for equal rights.</p> <p>6.2.4 Explain the rising racial conflict in different regions, including the anti-Chinese movement in the West and the rise of lynching in the South. [Explain historical continuity and change]</p>	<ul style="list-style-type: none"> socializing intelligence self-management of learning learning as apprenticeship <p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> tiered assignments jigsawing pre/post assessments anchoring think/pair/share cubing, etc. <p>Models historical thinking skills: chronological thinking, historical comprehension, historical analysis and interpretation, historical research capabilities, and historical issues - analysis and decision-making</p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students' thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge; exploring a full range of culture found in America <p>Facilitates strategies of summarizing and paraphrasing (ELA R-7, R-8):</p> <ul style="list-style-type: none"> graphic organizers: sequence 	<p><i>The History of Us</i> <i>Doing History</i> <i>Date Line</i> Interact Units of Study <i>Ashes of Roses</i> <i>We Were There Too</i> <i>Mind Sparks</i> Videos:</p> <ul style="list-style-type: none"> <i>Ellis Island: Island of Hope, Island of Tears</i> <p>Technology LCD projectors Computer lab www.unitedstreaming.com www.ridoe.net www.ride.ri.gov/instruction/curriculum BMS website (Share Point) Arizona Geography Alliance (maps) Population Reference Bureau</p> <p>Materials Atlas</p> <p>School library resources On-line data bases classroom research books (as requested)</p> <p>Community</p>	<p>SUGGESTED</p> <p>Anecdotal records</p> <p>Debates</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <p>Journals</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p>Oral presentations</p> <p>Research project</p> <p>Reading Strategies</p> <ul style="list-style-type: none"> Before: <ul style="list-style-type: none"> RAT (R-7, R-13) SQ3R During: <ul style="list-style-type: none"> two column notes (R-7, R-13) Reciprocal Teaching graphic organizers QAR After: <ul style="list-style-type: none"> summarizing (R-7, R-13) 5-3-1 ACES

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<p><i>pioneers?</i></p> <p>2. <i>Is it possible to destroy a culture?</i></p> <p>3. <i>How do changes in technology affect society?</i></p> <p>4. <i>What do people lose and gain when they immigrate?</i></p> <p>5. <i>To what extent can people change their class?</i></p>	<p>STANDARD 2C The student understands how new cultural movements at different social levels affected American life.</p> <p>6.2.5 Investigate new forms of popular culture and leisure activities at different levels of American society. [Draw upon visual sources]</p>	<p>organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <ul style="list-style-type: none"> • two column note taking • 5-3-1 • QAR • Read around the text <p>Addresses multiple intelligences (instructional strategies)</p>		<ul style="list-style-type: none"> • Vocabulary e.g. Frayer model, KIM • Text Structure (identify and write) (R13) <ul style="list-style-type: none"> ○ cause/effect ○ sequence ○ description ○ problem/solution ○ compare/contrast <p>Socratic Circles</p> <p>Tests/quizzes</p> <p>Written responses e.g.</p> <ul style="list-style-type: none"> • Responding to literary and informational text • Informational writing - report and persuasive (W-6,7,8)
<p>ERA 6 The Development of the Industrial United States (1870-1900)</p> <p>STANDARD 3 6.3 The rise of the American labor movement and how political issues reflected social and economic changes.</p> <p>BIG QUESTION What is the</p>	<p>STANDARD 3A The student understands how the "second industrial revolution" changed the nature and conditions of work. Therefore the student is able to</p> <p>6.3.1 Explain the change from workshop to factory and how it altered the worker's world. [Analyze cause-and-effect relationships]</p>	<p>DISTRICT INITIATIVES & RESEARCH</p> <p>Applies Principles of Learning (POL) ©</p> <ul style="list-style-type: none"> • organizing for effort • clear expectations • fair and credible evaluations • recognition of accomplishment • academic rigor • accountable talk • socializing intelligence • self-management of learning • learning as apprenticeship 	<p>Textbook <i>The American Journey (including supplemental materials)</i></p> <p>Supplementary books/material <i>The History of Us</i> <i>Doing History</i> <i>Date Line</i> <i>Interact Units of Study</i> <i>Ashes of Roses</i> <i>We Were There Too</i> <i>Kids at Work</i> <i>Mind Sparks</i></p> <p>Videos:</p>	<p>STANDARDIZED AND REQUIRED</p> <ul style="list-style-type: none"> • Midyear and final exams • Common Tasks • Formative Assessments • Rubrics • Essential Questions <p>SUGGESTED</p> <p>Anecdotal records</p> <p>Debates</p> <p>Exhibits</p> <p>Graphic organizers</p>

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<p>American Dream?</p> <p>OVER ARCHING CONCEPTS Pioneers continue to spread westward across the nation (Western Expansion)</p> <p>Society is affected by the growth of industry (Growth of Industry)</p> <p>Changing patterns of immigration lead to urban growth (Urbanization)</p> <p>ESSENTIAL QUESTIONS</p> <ol style="list-style-type: none"> 1. <i>Why do people become pioneers?</i> 2. <i>Is it possible to destroy a culture?</i> 3. <i>How do changes in technology affect society?</i> 4. <i>What do people</i> 	<p>6.3.2 Analyze how working conditions changed and how the workers responded to new industrial conditions. [Explain historical continuity and change]</p> <p>6.3.3 Analyze the causes and consequences of the industrial employment of children. [Examine historical perspectives]</p> <p>STANDARD 3B The student understands the rise of national labor unions and the role of state and federal governments in labor conflicts.</p> <p>6.3.4 Explain the ways in which management and industries responded to labor organizing workers. [Formulate historical questions]</p> <p>6.3.5 Analyze the causes and effects of escalating labor conflict. [Analyze cause-and-effect relationships]</p> <p>6.3.6 Explain the response of management and government at different levels to labor strife. [Compare competing historical narratives]</p> <p>STANDARD 3C The student understands how Americans grappled with social, economic, and political issues.</p> <p>SS GSEs SEE MAP</p> <ul style="list-style-type: none"> • C & G4 (7-8)-1a 	<p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> • tiered assignments • jigsawing • pre/post assessments • anchoring • think/pair/share • cubing, etc. <p>Models historical thinking skills: chronological thinking, historical comprehension and interpretation, historical research capabilities, and historical issues - analysis and decision-making</p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> • investigating topics in depth • exercising choice and responsibility by choosing their own topics for inquiry • involving exploration of open questions that challenge students' thinking • involving students in active participation in the classroom and the wider community • involving students in both independent inquiry and cooperative learning • involving students in reading, writing, observing, discussing, and debating • building upon students' prior knowledge; exploring a full range of culture found in America 	<ul style="list-style-type: none"> • Triangle Factory Shirtwaist Fire <p>Technology LCD projectors Computer lab www.unitedstreaming.com www.ridoe.net www.ride.ri.gov/instruction/curriculum BMS website (Share Point) Arizona Geography Alliance (maps) Population Reference Bureau</p> <p>Materials Atlas</p> <p>School library resources On-line data bases classroom research books (as requested)</p> <p>Community The Museum of Work and Culture</p>	<p>Interviews</p> <p>Journals</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p>Oral presentations</p> <p>Research project</p> <p>Reading Strategies</p> <ul style="list-style-type: none"> • Before: <ul style="list-style-type: none"> ○ RAT (R-7, R-13) ○ SQ3R • During: <ul style="list-style-type: none"> ○ two column notes (R-7, R-13) ○ Reciprocal Teaching ○ graphic organizers ○ QAR • After: <ul style="list-style-type: none"> ○ summarizing (R-7, R-13) ○ 5-3-1 ○ ACES • Vocabulary e.g. Frayer model, KIM • Text Structure (identify and write) (R13) <ul style="list-style-type: none"> ○ cause/effect ○ sequence ○ description ○ problem/solution ○ compare/contrast <p>Socratic Circles</p> <p>Tests/quizzes</p>

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<p><i>lose and gain when they immigrate?</i></p> <p>5. <i>To what extent can people change their class?</i></p>	<p>6.3.7 Explain how the government responded to civil service reform, and business regulation. [Consider multiple perspectives]</p> <p>6.3.8 Explain the political, social, and economic roots of Populism. [Examine the influence of ideas]</p> <p>6.3.9 Evaluate the successes and failures of Populism. [Examine the influence of ideas]</p>	<p>Facilitates strategies of summarizing and paraphrasing ELA R-7, R-8):</p> <ul style="list-style-type: none"> • graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart) • two column note taking • 5-3-1 • QAR • Read around the text <p>Addresses multiple intelligences (instructional strategies)</p>		<p>Written responses e.g.</p> <ul style="list-style-type: none"> • Responding to literary and informational text • Informational writing - report and persuasive (W-6,7,8)
<p>ERA 6 The Development of the Industrial United States (1870-1900)</p> <p>STANDARD 4 6.4 Federal Indian policy and United States foreign policy after the Civil War.</p> <p>BIG QUESTION <i>What is the American Dream?</i></p>	<p>STANDARD 4A The student understands various perspectives on federal Indian policy, westward expansion, and the resulting struggles. Therefore the student is able to</p> <p>SS GSEs SEE MAP</p> <ul style="list-style-type: none"> • C & G 1 (7-8) 2a <p>6.4.1 Identify and compare the attitudes and policies toward Native Americans by</p>	<p>DISTRICT INITIATIVES & RESEARCH</p> <p>Applies Principles of Learning (POL) ©</p> <ul style="list-style-type: none"> • organizing for effort • clear expectations • fair and credible evaluations • recognition of accomplishment • academic rigor • accountable talk • socializing intelligence • self-management of learning • learning as apprenticeship <p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> • tiered assignments • jigsawing • pre/post assessments • anchoring • think/pair/share • cubing, etc. 	<p>Textbook <i>The American Journey (including supplemental materials)</i></p> <p>Supplementary books/material <i>The History of Us</i> <i>Doing History</i> <i>Date Line</i> <i>Interact Units of Study</i> <i>Ashes of Roses</i> <i>We Were There Too</i> <i>Mind Sparks</i> Videos: • Panama Canal</p>	<p>STANDARDIZED AND REQUIRED</p> <ul style="list-style-type: none"> • Midyear and final exams • Common Tasks • Formative Assessments • Rubrics • Essential Questions <p>SUGGESTED</p> <p>Anecdotal records</p> <p>Debates</p> <p>Exhibits</p> <p>Graphic organizers</p>

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<p>OVER ARCHING CONCEPTS Pioneers continue to spread westward across the nation (Western Expansion)</p> <p>Society is affected by the growth of industry (Growth of Industry)</p> <p>Changing patterns of immigration lead to urban growth (Urbanization)</p> <p>ESSENTIAL QUESTIONS</p> <ol style="list-style-type: none"> 1. <i>Why do people become pioneers?</i> 2. <i>Is it possible to destroy a culture?</i> 3. <i>How do changes in technology affect society?</i> 4. <i>What do people lose and gain when they immigrate?</i> 5. <i>To what extent can people</i> 	<p>government officials, the U.S. Army, and settlers. [Interrogate historical data]</p> <p>6.4.2 Explain the provisions of the Dawes Severalty Act of 1887 and evaluate its effects on tribal identity, land ownership, and assimilation. [Evaluate the implementation of a decision]</p> <p>6.4.3 Evaluate the legacy of 19th-century federal Indian policy. [Hypothesize the influence of the past]</p> <p>STANDARD 4B The student understands the roots and development of American expansionism and the causes and outcomes of the Spanish-American War.</p> <p>SS GSEs SEE MAP</p> <ul style="list-style-type: none"> • C & G 1 (7-8) 1d • HP 1 (7-8) 1c <p>6.4.4 Trace the acquisition of new territories. [Reconstruct patterns of historical succession and duration]</p> <p>6.4.5 Evaluate the causes, objectives , character, and outcome of the Spanish-American War. [Interrogate historical data]</p>	<p>Models historical thinking skills: chronological thinking, historical comprehension, historical analysis and interpretation, historical research capabilities, and historical issues - analysis and decision-making</p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> • investigating topics in depth • exercising choice and responsibility by choosing their own topics for inquiry • involving exploration of open questions that challenge students' thinking • involving students in active participation in the classroom and the wider community • involving students in both independent inquiry and cooperative learning • involving students in reading, writing, observing, discussing, and debating • building upon students' prior knowledge; exploring a full range of culture found in America <p>Facilitates strategies of summarizing and paraphrasing ELA R-7, R-8):</p> <ul style="list-style-type: none"> • graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart) • two column note taking • 5-3-1 • QAR 	<p>Technology LCD projectors Computer lab www.unitedstreaming.com www.ridoe.net www.ride.ri.gov/instruction/curriculum BMS website (Share Point) Arizona Geography Alliance (maps) Population Reference Bureau</p> <p>Materials Atlas</p> <p>School library resources On-line data bases classroom research books (as requested)</p> <p>Community</p>	<p>Interviews</p> <p>Journals</p> <p>Multiple Intelligences assessments (e.g. role playing – bodily kinesthetic, graphic organizing – visual, collaboration- interpersonal, etc.)</p> <p>Oral presentations</p> <p>Research project</p> <p>Reading Strategies</p> <ul style="list-style-type: none"> • Before: <ul style="list-style-type: none"> ○ RAT (R-7, R-13) ○ SQ3R • During: <ul style="list-style-type: none"> ○ two column notes (R-7, R-13) ○ Reciprocal Teaching ○ graphic organizers ○ QAR • After: <ul style="list-style-type: none"> ○ summarizing (R-7, R-13) ○ 5-3-1 ○ ACES • Vocabulary e.g. Frayer model, KIM • Text Structure (identify and write) (R13) <ul style="list-style-type: none"> ○ cause/effect ○ sequence ○ description ○ problem/solution ○ compare/contrast <p>Socratic Circles</p> <p>Tests/quizzes</p>

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<i>change their class?</i>		<ul style="list-style-type: none"> Read around the text <p>Addresses multiple intelligences (instructional strategies)</p>		<p>Written responses e.g.</p> <ul style="list-style-type: none"> Responding to literary and informational text Informational writing - report and persuasive (W-6,7,8)
<p>ERA 7 The Emergence of Modern America (1890-1930)</p> <p>STANDARD 1 7.1 How Progressives and others addressed problems of industrial capitalism, urbanization, and political corruption</p> <p>BIG QUESTION <i>What is the American Dream?</i></p> <p>OVER ARCHING CONCEPTS Progressive reforms affect many areas of American life.</p> <p><i>The US takes a more active role in international affairs.</i></p>	<p>STANDARD 1A The student understands the origin of the Progressives and the coalitions they formed to deal with issues at the local and state levels. Therefore the student is able to</p> <p>SS GSEs SEE MAP</p> <ul style="list-style-type: none"> C & G 1 (7-8) -1a, 1c <p>7.1.1 Explain how intellectuals laid the groundwork and publicists spread the word for Progressive plans to reform American society. [Assess the importance of the individual]</p> <p>7.1.2 Examine the social origins of the Progressives and their efforts to regulate big business curb labor militancy and protect the rights of workers and consumers.</p> <p>7.1.3 Evaluate Progressive reforms to expand democracy at the local and state levels. [Examine the influence of ideas]</p>	<p>DISTRICT INITIATIVES & RESEARCH</p> <p>Applies Principles of Learning (POL) ©</p> <ul style="list-style-type: none"> organizing for effort clear expectations fair and credible evaluations recognition of accomplishment academic rigor accountable talk socializing intelligence self-management of learning learning as apprenticeship <p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> tiered assignments jigsawing pre/post assessments anchoring think/pair/share cubing, etc. <p>Models historical thinking skills: chronological thinking, historical comprehension, historical analysis and interpretation, historical research capabilities, and historical issues - analysis and decision-making</p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their 	<p>Textbook <i>The American Journey (including supplemental materials)</i> Unit: 8: chapters 21, 22, 23 Unit: 9: chapter 24</p> <p>Supplementary books/material <i>The History of Us</i> <i>Doing History</i> <i>Date Line</i> <i>Interact Units of Study</i> <i>We Were There Too</i> <i>Mind Sparks</i> <i>The Jungle (segments on meat packing industry)</i> Videos:</p> <p>Technology LCD projectors Computer lab www.unitedstreaming.com www.ridoe.net www.ride.ri.gov/instruction/curriculum BMS website (Share Point) Arizona Geography</p>	<p>STANDARDIZED AND REQUIRED</p> <ul style="list-style-type: none"> Midyear and final exams Common Tasks Formative Assessments Rubrics Essential Questions <p>SUGGESTED</p> <p>Anecdotal records</p> <p>Debates</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <p>Journals</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p>Oral presentations</p> <p>Research project</p>

Social Studies U.S. History grade 7

Curriculum Writers: Mary Roberts, Cynthia J. Ryan, Tracy Taglione, Julia Texeira, and Karen Watson

U.S. History ERA/STANDARD	NHS Standards/GSEs/BENCHMARKS (Barrington Public Schools)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
<p>World War I changes the world.</p> <p>The 1920s produced a carefree spirit as well as a desire to return to normalcy (the Jazz Era).</p> <p>ESSENTIAL QUESTIONS</p> <p>1. <i>To what extent can reform movements create societal change?</i></p> <p>2. <i>Should one nation involve itself in the affairs of another?</i></p> <p>3. <i>Is war ever justified?</i></p>	<p>7.1.4 Evaluate Progressive attempts at social and moral reform. [Marshal evidence of antecedent circumstances]</p> <p>7.1.5 Analyze Progressive programs for assimilating the influx of immigrants before World War I. [Formulate a position or course of action on an issue]</p> <p>STANDARD 1B The student understands Progressivism at the national level.</p> <p>SS GSEs SEE MAP</p> <ul style="list-style-type: none"> C & G 2 (7-8) -2a <p>7.1.6 Evaluate the presidential leadership of Theodore Roosevelt, William Howard Taft, and Woodrow Wilson in terms of their effectiveness in obtaining passage of reform measures. [Assess the importance of the individual]</p> <p>7.1.7 Describe how the 16th, 17th, 18th, and 19th amendments reflected the ideals and goals of Progressivism and the continuing attempt to adapt the founding ideals to a modernized society. [Evaluate the implementation of a decision]</p>	<p>own topics for inquiry involving exploration of open questions that challenge students' thinking</p> <ul style="list-style-type: none"> involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge; exploring a full range of culture found in America <p>Facilitates strategies of summarizing and paraphrasing ELA R-7, R-8):</p> <ul style="list-style-type: none"> graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart) two column note taking 5-3-1 QAR Read around the text <p>Addresses multiple intelligences (instructional strategies)</p>	<p>Alliance (maps) Population Reference Bureau</p> <p>Materials Atlas</p> <p>School library resources On-line data bases classroom research books (as requested)</p> <p>Community</p> <ul style="list-style-type: none"> Newport Historical Preservation Society Museum 	<p>Reading Strategies</p> <ul style="list-style-type: none"> Before: <ul style="list-style-type: none"> RAT (R-7, R-13) SQ3R During: <ul style="list-style-type: none"> two column notes (R-7, R-13) Reciprocal Teaching graphic organizers QAR After: <ul style="list-style-type: none"> summarizing (R-7, R-13) 5-3-1 ACES Vocabulary e.g. Frayer model, KIM Text Structure (identify and write) (R13) <ul style="list-style-type: none"> cause/effect sequence description problem/solution compare/contrast <p>Socratic Circles</p> <p>Tests/quizzes</p> <p>Written responses e.g.</p> <ul style="list-style-type: none"> Responding to literary and informational text Informational writing - report and persuasive (W-6,7,8)

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<p>ERA 7 The Emergence of Modern America (1890-1930)</p> <p>STANDARD 2 7.2 The changing role of the United States in world affairs through World War I.</p> <p>BIG QUESTION What is the American Dream?</p> <p>OVER ARCHING CONCEPTS Progressive reforms affect many areas of American life.</p> <p>The US takes a more active role in international affairs.</p> <p>World War I changes the world.</p> <p>The 1920s produced a carefree spirit as well as a desire to return to normalcy (the Jazz Era).</p>	<p>STANDARD 2A The student understands how the American role in the world changed in the early 20th century. Therefore the student is able to</p> <p>7.2.1 Analyze the reasons for the Open Door policy. [Formulate a position or course of action on an issue]</p> <p>7.2.2 Evaluate the Roosevelt administration's foreign policies. [Evaluate the implementation of a decision]</p> <p>7.2.3 Explain the significance of the "Gentleman's Agreement." [Consider multiple perspectives]</p> <p>STANDARD 2B The student understands the causes of World War I and why the United States intervened.</p> <p>SS GSEs SEE MAP</p> <ul style="list-style-type: none"> C & G 4 (7-8)-1b <p>7.2.4 Explain the causes of World War I in 1914 and the reasons for the declaration of United States neutrality. [Identify issues and problems in the past]</p> <p>7.2.5 Assess how industrial research in</p>	<p>DISTRICT INITIATIVES & RESEARCH</p> <p>Applies Principles of Learning (POL) ©</p> <ul style="list-style-type: none"> organizing for effort clear expectations fair and credible evaluations recognition of accomplishment academic rigor accountable talk socializing intelligence self-management of learning learning as apprenticeship <p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> tiered assignments jigsawing pre/post assessments anchoring think/pair/share cubing, etc. <p>Models historical thinking skills: chronological thinking, historical comprehension, historical analysis and interpretation, historical research capabilities, and historical issues - analysis and decision-making</p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their 	<p>Textbook <i>The American Journey (including supplemental materials)</i></p> <p>Supplementary books/material <i>The History of Us</i> <i>Doing History</i> <i>Date Line</i> <i>Interact Units of Study</i> <i>We Were There Too</i> <i>Mind Sparks</i> Primary source: <i>14 Points</i></p> <p>Videos:</p> <p>Technology LCD projectors Computer lab www.unitedstreaming.com www.ridoe.net www.ride.ri.gov/instruction/curriculum BMS website (Share Point) Arizona Geography Alliance (maps) Population Reference Bureau</p> <p>Materials Atlas</p> <p>School library resources</p>	<p>STANDARDIZED AND REQUIRED</p> <ul style="list-style-type: none"> Midyear and final exams Common Tasks Formative Assessments Rubrics Essential Questions <p>SUGGESTED</p> <p>Anecdotal records</p> <p>Debates</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <p>Journals</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p>Oral presentations</p> <p>Research project</p> <p>Reading Strategies</p> <ul style="list-style-type: none"> Before: <ul style="list-style-type: none"> RAT (R-7, R-13) SQ3R During:

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U.S. History ERA/STANDARD	NHS Standards/GSEs/BENCHMARKS (Barrington Public Schools)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
<p>ESSENTIAL QUESTIONS</p> <p><i>1. To what extent can reform movements create societal change?</i></p> <p><i>2. Should one nation involve itself in the affairs of another?</i></p> <p><i>3. Is war ever justified?</i></p>	<p>aviation and chemical warfare influenced military strategy and the outcome of World War I. [Analyze cause-and-effect relationships]</p> <p>7.2.6 Evaluate Wilson's leadership during the period of neutrality and his reasons for intervention. [Assess the importance of the individual]</p> <p>STANDARD 2C The student understands the impact at home and abroad of the United States involvement in World War I.</p> <p>SS GSEs SEE MAP</p> <ul style="list-style-type: none"> HP 1 (7-8)-1a <p>7.2.7 Explain U.S. military and economic mobilization for war and evaluate the role of labor. [Identify issues and problems in the past]</p> <p>7.2.8 Evaluate Wilson's Fourteen Points. [Evaluate the implementation of a decision]</p>	<p>own topics for inquiry</p> <ul style="list-style-type: none"> involving exploration of open questions that challenge students' thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge; exploring a full range of culture found in America <p>Facilitates strategies of summarizing and paraphrasing ELA R-7, R-8):</p> <ul style="list-style-type: none"> graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart) two column note taking 5-3-1 QAR Read around the text <p>Addresses multiple intelligences (instructional strategies)</p>	<p>On-line data bases classroom research books (as requested)</p> <p><u>Community</u></p>	<ul style="list-style-type: none"> two column notes (R-7, R-13) Reciprocal Teaching graphic organizers QAR <ul style="list-style-type: none"> After: <ul style="list-style-type: none"> summarizing (R-7, R-13) 5-3-1 ACES Vocabulary e.g. Frayer model, KIM Text Structure (identify and write) (R13) <ul style="list-style-type: none"> cause/effect sequence description problem/solution compare/contrast <p>Socratic Circles</p> <p>Tests/quizzes</p> <p>Written responses e.g.</p> <ul style="list-style-type: none"> Responding to literary and informational text Informational writing - report and persuasive (W-6,7,8)

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U.S. History ERA/STANDARD	NHS Standards/GSEs/BENCHMARKS (Barrington Public Schools)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
<p>ERA 7 The Emergence of Modern America (1890-1930)</p> <p>STANDARD 3 7.3 How the United States changed from the end of World War I to the eve of the Great Depression.</p> <p>BIG QUESTION What is the American Dream?</p> <p>OVER ARCHING CONCEPTS Progressive reforms affect many areas of American life.</p> <p>The US takes a more active role in international affairs.</p> <p>World War I changes the world.</p> <p>The 1920s produced a carefree spirit as well as a desire to return to normalcy</p>	<p>STANDARD 3A The student understands social tensions and their consequences in the postwar era. Therefore the student is able to</p> <p>SS GSEs SEE MAP</p> <ul style="list-style-type: none"> C & G 3(7-8)-2b, 2c <p>7.3.1 Analyze the factors that lead to immigration restriction and the closing of the "Golden Door." [Interrogate historical data]</p> <p>7.3.2 Examine rising racial tensions including the resurgence of the Ku Klux Klan. [Analyze cause-and-effect relationships]</p> <p>7.3.3 Examine the clash between traditional moral values and changing ideas as exemplified in the controversy over Prohibition and the Scopes trial. [Examine the influence of ideas]</p> <p>STANDARD 3B The student understands how a modern capitalist economy emerged in the 1920s.</p> <p>7.3.4 Explain how principles of scientific management and technological innovations, including assembly lines, rapid transit, household appliances, and</p>	<p>DISTRICT INITIATIVES & RESEARCH</p> <p>Applies Principles of Learning (POL) ©</p> <ul style="list-style-type: none"> organizing for effort clear expectations fair and credible evaluations recognition of accomplishment academic rigor accountable talk socializing intelligence self-management of learning learning as apprenticeship <p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> tiered assignments jigsawing pre/post assessments anchoring think/pair/share cubing, etc. <p>Models historical thinking skills: chronological thinking, historical comprehension, historical analysis and interpretation, historical research capabilities,</p>	<p>Textbook <i>The American Journey</i> (including supplemental materials)</p> <p>Supplementary books/material <i>The History of Us</i> <i>Doing History</i> <i>Date Line</i> Interact Units of Study <i>Ashes of Roses</i> <i>We Were There Too</i> <i>Mind Sparks</i> Music</p> <ul style="list-style-type: none"> Harlem Renaissance Jazz Ragtime <p>Technology LCD projectors Computer lab www.unitedstreaming.com www.rido.net www.rido.ri.gov/instruction/curriculum BMS website (Share Point) Arizona Geography Alliance (maps) Population Reference Bureau</p> <p>Materials</p>	<p>STANDARDIZED AND REQUIRED</p> <ul style="list-style-type: none"> Midyear and final exams Common Tasks Formative Assessments Rubrics Essential Questions <p>SUGGESTED</p> <p>Anecdotal records</p> <p>Debates</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <p>Journals</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p>Oral presentations</p> <p>Research project</p> <p>Reading Strategies</p> <ul style="list-style-type: none"> Before: <ul style="list-style-type: none"> RAT (R-7, R-13) SQ3R During:

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<p>(the Jazz Era).</p> <p>ESSENTIAL QUESTIONS</p> <p><i>1. To what extent can reform movements create societal change?</i></p> <p><i>2. Should one nation involve itself in the affairs of another?</i></p> <p><i>3. Is war ever justified?</i></p>	<p>radio, continued to transform production, work, and daily life. [Examine the influence of ideas]</p> <p>STANDARD 3C The student understands how new cultural movements reflected and changed American society.</p> <p>7.3.5 Analyze how radio, movies, newspapers, and popular magazines created mass culture. [Examine the influence of ideas]</p> <p>7.3.6 Examine the contributions of artists and writers of the Harlem Renaissance. [Draw upon visual, literary, and musical sources]</p> <p>7.3.7 Assess how increased leisure time led to new forms of entertainment, e.g. professional sports, amusement parks, and national parks. [Analyze cause-and-effect relationships]</p> <p>STANDARD 3D The student understands politics and international affairs in the 1920s.</p> <p>7.3.8 Evaluate the "return to normalcy." [Explain historical continuity and change]</p> <p>7.3.9 Assess the changing role of woman. [Evaluate the implementation of a decision]</p>	<p>and historical issues - analysis and decision-making</p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students' thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge; exploring a full range of culture found in America <p>Facilitates strategies of summarizing and paraphrasing ELA R-7, R-8):</p> <ul style="list-style-type: none"> graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart) two column note taking 5-3-1 QAR Read around the text <p>Addresses multiple intelligences</p>	<p><u>Atlas</u></p> <p><u>School library resources</u></p> <p><u>On-line data bases</u></p> <p><u>classroom research books</u> (as requested)</p> <p><u>Community</u></p>	<ul style="list-style-type: none"> two column notes (R-7, R-13) Reciprocal Teaching graphic organizers QAR <p>• After:</p> <ul style="list-style-type: none"> summarizing (R-7, R-13) 5-3-1 ACES <p>• Vocabulary e.g. Frayer model, KIM</p> <p>• Text Structure (identify and write) (R13)</p> <ul style="list-style-type: none"> cause/effect sequence description problem/solution compare/contrast <p>Socratic Circles</p> <p>Tests/quizzes</p> <p>Written responses e.g.</p> <ul style="list-style-type: none"> Responding to literary and informational text Informational writing - report and persuasive (W-6,7,8)

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<p>ERA 8 The Great Depression and World War II (1929-1945)</p> <p>STANDARD 1 8.1 The causes of the Great Depression and how it affected American society</p> <p>BIG QUESTION What is the American Dream?</p> <p>OVER ARCHING CONCEPTS</p> <p>During the 1930's the nation's economy crumbled leading the government to take an active role in social and economic policy. (Depression)</p> <p>World War II marked the beginning of the United States role</p>	<p>STANDARD 1A The student understands the causes of the crash of 1929 and the Great Depression. Therefore the student is able to SS GSEs SEE MAP</p> <ul style="list-style-type: none"> C & G 1 (7-8)-1a, 1d <p>8.1.1 Evaluate the causes of the Great Depression. [Analyze multiple causation]</p> <p>STANDARD 1B The student understands how American life changed during the 1930s.</p> <p>SS GSEs SEE MAP</p> <ul style="list-style-type: none"> C & G 1 (7-8) 1d <p>8.1.4 Explain the effects of the Great Depression and the Dust Bowl on American farm owners. [Analyze multiple causation]</p> <p>8.1.5 Analyze the impact of the Great Depression on the American family. [Consider multiple perspectives]</p>	<p>DISTRICT INITIATIVES & RESEARCH</p> <p>Applies Principles of Learning (POL) ©</p> <ul style="list-style-type: none"> organizing for effort clear expectations fair and credible evaluations recognition of accomplishment academic rigor accountable talk socializing intelligence self-management of learning learning as apprenticeship <p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> tiered assignments jigsawing pre/post assessments anchoring think/pair/share cubing, etc. <p>Models historical thinking skills: chronological thinking, historical comprehension, historical analysis and interpretation, historical research capabilities, and historical issues - analysis and decision-making</p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students' thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning involving students in reading, 	<p>Textbook <i>The American Journey (including supplemental materials)</i> Unit 9: chapters 25, 26</p> <p>Supplementary books/material <i>The History of Us</i> <i>Doing History</i> <i>Date Line</i> Interact Units of Study <i>Ashes of Roses</i> <i>We Were There Too</i> <i>Mind Sparks</i> <i>Out of the Dust</i> Videos:</p> <ul style="list-style-type: none"> Surviving the Dust Bowl Journey of Natty Gann <p>Technology LCD projectors Computer lab www.unitedstreaming.com www.ridoenet.net www.ride.ri.gov/instruction/curriculum BMS website (Share Point) Arizona Geography Alliance (maps) Population Reference Bureau</p>	<p>STANDARDIZED AND REQUIRED</p> <ul style="list-style-type: none"> Midyear and final exams Common Tasks Formative Assessments Rubrics Essential Questions <p>SUGGESTED</p> <p>Anecdotal records</p> <p>Debates</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <p>Journals</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration-interpersonal, etc.)</p> <p>Oral presentations</p> <p>Research project</p> <p>Reading Strategies</p> <ul style="list-style-type: none"> Before: <ul style="list-style-type: none"> RAT (R-7, R-13) SQ3R During: <ul style="list-style-type: none"> two column notes (R-7, R-13) Reciprocal Teaching graphic organizers

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<p>as a superpower. (World War II)</p> <p>ESSENTIAL QUESTIONS</p> <ol style="list-style-type: none"> How can a period of great prosperity culminate in great despair? Who should help the poor? How do people justify genocide? 		<p>writing, observing, discussing, and debating</p> <ul style="list-style-type: none"> building upon students' prior knowledge; exploring a full range of culture found in America <p>Facilitates strategies of summarizing and paraphrasing ELA R-7, R-8):</p> <ul style="list-style-type: none"> graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart) two column note taking 5-3-1 QAR Read around the text <p>Addresses multiple intelligences (instructional strategies)</p>	<p>Materials</p> <p>Atlas</p> <p>School library resources</p> <p>On-line data bases classroom research books (as requested)</p> <p>Community</p>	<ul style="list-style-type: none"> QAR After: <ul style="list-style-type: none"> summarizing (R-7, R-13) 5-3-1 ACES Vocabulary e.g. Frayer model, KIM Text Structure (identify and write) (R13) <ul style="list-style-type: none"> cause/effect sequence description problem/solution compare/contrast <p>Socratic Circles</p> <p>Tests/quizzes</p> <p>Written responses e.g.</p> <ul style="list-style-type: none"> Responding to literary and informational text Informational writing - report and persuasive (W-6,7,8) creating and tracking stock portfolios
<p>ERA 8 The Great Depression and World War II (1929-1945)</p> <p>STANDARD 2 8.2 How the New Deal addressed the Great Depression, transformed</p>	<p>STANDARD 2A The student understands the New Deal and the presidency of Franklin D. Roosevelt. Therefore the student is able to</p>	<p>DISTRICT INITIATIVES & RESEARCH</p> <p>Applies Principles of Learning (POL) ©</p> <ul style="list-style-type: none"> organizing for effort clear expectations fair and credible evaluations recognition of accomplishment academic rigor accountable talk socializing intelligence self-management of learning learning as apprenticeship <p>Differentiates instruction by varying the</p>	<p>Textbook</p> <p><i>The American Journey (including supplemental materials)</i></p> <p>Supplementary books/material</p> <p><i>The History of Us</i> <i>Doing History</i> <i>Date Line</i> <i>Interact Units of Study</i></p>	<p>STANDARDIZED AND REQUIRED</p> <ul style="list-style-type: none"> Midyear and final exams Common Tasks Formative Assessments Rubrics Essential Questions <p>SUGGESTED</p> <p>Anecdotal records</p>

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U.S. History ERA/STANDARD	NHS Standards/GSEs/BENCHMARKS (Barrington Public Schools)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
<p>American federalism, and initiated the welfare state.</p> <p>BIG QUESTION What is the American Dream?</p> <p>OVER ARCHING CONCEPTS</p> <p>During the 1930's the nation's economy crumbled leading the government to take an active role in social and economic policy. (Depression)</p> <p>World War II marked the beginning of the United States role as a superpower. (World War II)</p> <p>ESSENTIAL QUESTIONS</p> <p>1. How can a period of great prosperity</p>	<p>SS GSEs SEE MAP</p> <ul style="list-style-type: none"> HP2 (7-8)-2a <p>8.2.1 Contrast the policies of Franklin D. Roosevelt with those of Herbert Hoover. [Assess the importance of the individual in history]</p> <p>8.2.2 Explain renewed efforts to protect the environment during the Great Depression and evaluate their success in places such as the Dust Bowl and the Tennessee Valley. [Analyze cause-and-effect relationships]</p> <p>STANDARD 2B The student understands the impact of the New Deal on workers and the labor movement.</p> <p>SS GSEs SEE MAP</p> <ul style="list-style-type: none"> HP2 (7-8) 1a <p>8.2.3 Explain how New Deal legislation and policies affected American workers. [Analyze cause-and-effect relationships]</p> <p>STANDARD 2C The student understands opposition to the New Deal, the alternative programs of its detractors, and the legacy of the New Deal.</p> <p>SS GSEs SEE MAP</p>	<p>content, process, and product and implementing</p> <ul style="list-style-type: none"> tiered assignments jigsawing pre/post assessments anchoring think/pair/share cubing, etc. <p>Models historical thinking skills: chronological thinking, historical comprehension, historical analysis and interpretation, historical research capabilities, and historical issues - analysis and decision-making</p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students' thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge; exploring a full range of culture found in America <p>Facilitates strategies of summarizing and paraphrasing (ELA R-7, R-8):</p> <ul style="list-style-type: none"> graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers 	<p><i>We Were There Too</i> <i>Mind Sparks</i> Music:</p> <ul style="list-style-type: none"> Music of 1930s <p>Technology LCD projectors Computer lab www.unitedstreaming.com www.rido.net www.ride.ri.gov/instruction/curriculum BMS website (Share Point) Arizona Geography Alliance (maps) Population Reference Bureau</p> <p>Materials Atlas</p> <p>School library resources On-line data bases classroom research books (as requested)</p> <p>Community</p>	<p>Debates</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <p>Journals</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration-interpersonal, etc.)</p> <p>Oral presentations</p> <p>Research project</p> <p>Reading Strategies</p> <ul style="list-style-type: none"> Before: <ul style="list-style-type: none"> RAT (R-7, R-13) SQ3R During: <ul style="list-style-type: none"> two column notes (R-7, R-13) Reciprocal Teaching graphic organizers QAR After: <ul style="list-style-type: none"> summarizing (R-7, R-13) 5-3-1 ACES Vocabulary e.g. Frayer model, KIM Text Structure (identify and write) (R13) <ul style="list-style-type: none"> cause/effect sequence

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<p><i>culminate in great despair?</i></p> <p>2. <i>Who should help the poor?</i></p> <p>3. <i>How do people justify genocide?</i></p>	<p>8.2.4 Evaluate the significance and legacy of the New Deal. [Evaluate the implementation of a decision]</p>	<p>(word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <ul style="list-style-type: none"> • two column note taking • 5-3-1 • QAR • Read around the text <p>Addresses multiple intelligences (instructional strategies)</p>		<ul style="list-style-type: none"> ○ description ○ problem/solution ○ compare/contrast <p>Socratic Circles</p> <p>Tests/quizzes</p> <p>Written responses e.g.</p> <ul style="list-style-type: none"> • Responding to literary and informational text • Informational writing - report and persuasive (W-6,7,8)
<p>ERA 8 The Great Depression and World War II (1929-1945)</p> <p>STANDARD 3 8.3 The causes and course of World War II, the character of the war home and abroad, and its reshaping of the US role in world affairs.</p> <p>BIG QUESTION What is the</p>	<p>STANDARD 3A The student understands the international background of World War II. Therefore the student is able to</p> <p>SS GSEs SEE MAP</p> <ul style="list-style-type: none"> • C & G 1 (7-8) 1a,1b • C & G 1 (7-8)-2a • C & G2(7-8)-1b • C & G 3 (7-8)-1d • C & G 4 (7-8)-1b, 1e <p>8.3.1 Analyze the reasons for American isolationist sentiment in the interwar period and its effects on international relations and diplomacy. [Analyze cause-and-effect relationships]</p>	<p>DISTRICT INITIATIVES & RESEARCH</p> <p>Applies Principles of Learning (POL) ©</p> <ul style="list-style-type: none"> • organizing for effort • clear expectations • fair and credible evaluations • recognition of accomplishment • academic rigor • accountable talk • socializing intelligence • self-management of learning • learning as apprenticeship <p>Differentiates instruction by varying the content, process, and product and implementing</p>	<p>Textbook <i>The American Journey (including supplemental materials)</i></p> <p>Supplementary books/material <i>The History of Us</i> <i>Doing History</i> <i>Date Line</i> Interact Units of Study <i>We Were There Too</i> <i>Mind Sparks</i> <i>The Wave</i> <i>The Art of Keeping Cool</i> Videos:</p> <ul style="list-style-type: none"> • Surviving the Holocaust • News Reel from 1942 • Disney WW II propaganda 	<p>STANDARDIZED AND REQUIRED</p> <ul style="list-style-type: none"> • Midyear and final exams • Common Tasks • Formative Assessments • Rubrics • Essential Questions <p>SUGGESTED</p> <p>Anecdotal records</p> <p>Debates, e.g. atomic bomb</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <p>Journals</p>

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U.S. History ERA/STANDARD	NHS Standards/GSEs/BENCHMARKS (Barrington Public Schools)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
<p><i>American Dream?</i></p> <p>OVER ARCHING CONCEPTS</p> <p>During the 1930's the nation's economy crumbled leading the government to take an active role in social and economic policy. (Depression)</p> <p>World War II marked the beginning of the United States role as a superpower. (World War II)</p> <p>ESSENTIAL QUESTIONS</p> <ol style="list-style-type: none"> <i>How can a period of great prosperity culminate in great despair?</i> <i>Who should help the poor?</i> <i>How do people justify genocide?</i> 	<p>8.3.2 Evaluate American responses to German, Italian, and Japanese aggression in Europe, Africa, and Asia from 1935 to 1941. [Formulate a position or course of action on an issue]</p> <p>STANDARD 3B The student understands World War II and how the Allies prevailed. Therefore the student is able to</p> <p>SS GSEs SEE MAP</p> <ul style="list-style-type: none"> C & G 4 (7-8)-3a C & G 5 (7-8)-1b <p>8.3.3 Explain the major turning points of the war. [Draw upon data in historical maps]</p> <p>8.3.4 Analyze Hitler's "final solution." [Interrogate historical data]</p> <p>8.3.5 Evaluate the decision to employ nuclear weapons against Japan. [Evaluate major debates among historians]</p> <p>8.3.6 Explain the financial, material, and human costs of the war and analyze its economic consequences for the Allies and the Axis powers. [Utilize visual and quantitative data]</p> <p>8.3.7 Explain the purposes of the United Nations. [Marshal evidence of antecedent</p>	<ul style="list-style-type: none"> tiered assignments jigsawing pre/post assessments anchoring think/pair/share cubing, etc. <p>Models historical thinking skills: chronological thinking, historical comprehension, historical analysis and interpretation, historical research capabilities, and historical issues - analysis and decision-making</p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students' thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge; exploring a full range of culture found in America <p>Facilitates strategies of summarizing and paraphrasing ELA R-7, R-8):</p> <ul style="list-style-type: none"> graphic organizers: sequence organizers (chains, cycle), 	<p>cartoons</p> <ul style="list-style-type: none"> The Wave The Greatest Generation One Survivor Remembers <p>Primary Sources</p> <ul style="list-style-type: none"> FDR Inauguration Speech FDR Infamy Speech <p>Music</p> <ul style="list-style-type: none"> Music of the 1940s WW II Music <p>Technology</p> <p>LCD projectors</p> <p>Computer lab</p> <p>www.unitedstreaming.com</p> <p>www.ridoe.net</p> <p>www.ride.ri.gov/instruction/curriculum</p> <p>BMS website (Share Point)</p> <p>Arizona Geography Alliance (maps)</p> <p>Population Reference Bureau</p> <p>Materials</p> <p>Atlas</p> <p>School library resources</p> <p>On-line data bases</p>	<p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p>Oral presentations</p> <p>Research project</p> <p>Reading Strategies</p> <ul style="list-style-type: none"> Before: <ul style="list-style-type: none"> RAT (R-7, R-13) SQ3R During: <ul style="list-style-type: none"> two column notes (R-7, R-13) Reciprocal Teaching graphic organizers QAR After: <ul style="list-style-type: none"> summarizing (R-7, R-13) 5-3-1 ACES Vocabulary e.g. Frayer model, KIM Text Structure (identify and write) (R13) <ul style="list-style-type: none"> cause/effect sequence description problem/solution compare/contrast <p>Socratic Circles</p> <p>Tests/quizzes</p> <p>Written responses e.g.</p> <ul style="list-style-type: none"> Responding to literary and informational text Informational writing - report and

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U.S. History ERA/STANDARD	NHS Standards/GSEs/BENCHMARKS (Barrington Public Schools)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
	<p>circumstances]</p> <p>STANDARD 3C The student understands the effects of World War II at home.</p> <p>SS GSEs SEE MAP</p> <ul style="list-style-type: none"> • C & G 5 (7-8)-3b • HP 2 (7-8)-2b <p>8.3.8 Explain how the United States mobilized its economic and military resources during World War II. [Utilize visual and quantitative data]</p> <p>8.3.9 Evaluate the internment of Japanese Americans during the war and assess the implication for civil liberties. [Evaluate the implementation of a decision]</p> <p>8.3.10 Analyze the effects of World War II on gender roles and the American family. [Compare and contrast differing sets of ideas]</p>	<p>concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <ul style="list-style-type: none"> • two column note taking • 5-3-1 • QAR • Read around the text <p>Addresses multiple intelligences (instructional strategies)</p>	<p>classroom research books (as requested)</p> <p><u>Community Battleship Cove</u></p>	<p>persuasive (W-6,7,8)</p>
<p>ERA 9 Postwar United States (1945 to early 1970s)</p> <p>STANDARD 1 9.1 The economic boom and social transformation of postwar United</p>	<p>STANDARD 1A The student understands the extent and impact of economic changes in the postwar period. Therefore the student is able to</p> <p>9.1.1 Explain the growth of the service, white</p>	<p><u>DISTRICT INITIATIVES & RESEARCH</u></p> <p>Applies Principles of Learning (POL) ©</p> <ul style="list-style-type: none"> • organizing for effort • clear expectations • fair and credible evaluations • recognition of accomplishment • academic rigor • accountable talk • socializing intelligence • self-management of learning • learning as apprenticeship <p>Differentiates instruction by varying the</p>	<p><u>Textbook</u> <i>The American Journey (including supplemental materials)</i> Unit 10: chapters 27, 28, 29, 30</p> <p><u>Supplementary books/material</u> <i>The History of Us</i></p>	<p><u>STANDARDIZED AND REQUIRED</u></p> <ul style="list-style-type: none"> • Midyear and final exams • Common Tasks • Formative Assessments • Rubrics • Essential Questions <p><u>SUGGESTED</u></p>

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<p>States.</p> <p>BIG QUESTION What is the American Dream?</p> <p>OVER ARCHING CONCEPTS After World War II, the United States and the USSR entered into a bitter rivalry. (Cold War)</p> <p>During the 1950s, some groups benefited and some were excluded from economic prosperity. (Discrimination)</p> <p>In the 1950s a tide of protest began to rise in America (Civil Rights and Vietnam).</p> <p>After Vietnam the United States searches for stability and faces new challenges.</p>	<p>collar, and professional sectors of the economy that led to the enlargement of the middle class. [Analyze cause-and-effect relationships]</p> <p>STANDARD 1B The student understands how the social changes of the postwar period affected various Americans.</p> <p>GSEs</p> <ul style="list-style-type: none"> HP 3(7-8)1b <p>9.1.2 Evaluate the effects of the GI Bill on American society. [Hypothesize the influence of the past on the present]</p> <p>9.1.3 Explain the reasons for the "return to domesticity" and how it affected family life and women's careers. [Consider multiple perspectives]</p>	<p>content, process, and product and implementing</p> <ul style="list-style-type: none"> tiered assignments jigsawing pre/post assessments anchoring think/pair/share cubing, etc. <p>Models historical thinking skills: chronological thinking, historical comprehension, historical analysis and interpretation, historical research capabilities, and historical issues - analysis and decision-making</p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students' thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge; exploring a full range of culture found in America <p>Facilitates strategies of summarizing and paraphrasing (ELA R-7, R-8):</p> <ul style="list-style-type: none"> graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers 	<p><i>Doing History</i> <i>Date Line</i> <i>Interact Units of Study</i> <i>We Were There Too</i> <i>Mind Sparks</i></p> <p>Videos:</p> <ul style="list-style-type: none"> <i>Eyes on the Prize</i> <i>Ernest Green Story</i> <p>Music:</p> <ul style="list-style-type: none"> Music of the 1950s <p>Technology LCD projectors Computer lab www.unitedstreaming.com www.ridoe.net www.ridoe.net/instruction/curriculum BMS website (Share Point) Arizona Geography Alliance (maps) Population Reference Bureau</p> <p>Materials Atlas</p> <p>School library resources On-line data bases classroom research books (as requested)</p>	<p>Anecdotal records</p> <p>Debates</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <p>Journals</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p>Oral presentations</p> <p>Research project</p> <p>Reading Strategies</p> <ul style="list-style-type: none"> Before: <ul style="list-style-type: none"> RAT (R-7, R-13) SQ3R During: <ul style="list-style-type: none"> two column notes (R-7, R-13) Reciprocal Teaching graphic organizers QAR After: <ul style="list-style-type: none"> summarizing (R-7, R-13) 5-3-1 ACES Vocabulary e.g. Frayer model, KIM Text Structure (identify and write) (R13) <ul style="list-style-type: none"> cause/effect

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<p>ESSENTIAL QUESTIONS</p> <ol style="list-style-type: none"> How can individuals shape society? Are all people created equal? Should one nation involve itself in the affairs of another? What are the responsibilities of citizenship in modern America? 		<p>(word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <ul style="list-style-type: none"> two column note taking 5-3-1 QAR Read around the text <p>Addresses multiple intelligences (instructional strategies)</p>	<p><u>Community</u></p>	<ul style="list-style-type: none"> sequence description problem/solution compare/contrast <p>Socratic Circles</p> <p>Tests/quizzes</p> <p>Written responses e.g.</p> <ul style="list-style-type: none"> Responding to literary and informational text Informational writing - report and persuasive (W-6,7,8)
<p>ERA 9</p> <p>Postwar United States (1945 to early 1970s)</p> <p>STANDARD 2</p> <p>9.2 How the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics.</p> <p>BIG QUESTION</p> <p>What is the American Dream?</p>	<p>STANDARD 2A The student understands the international origins and domestic consequences of the Cold War. Therefore the student is able to</p> <p>9.2.1 Explain the origins of the Cold War. [Hold interpretations of history as tentative]</p> <p>9.2.2 Analyze the causes of the Korean War. [Formulate a position or course of action on an issue]</p>	<p>DISTRICT INITIATIVES & RESEARCH</p> <p>Applies Principles of Learning (POL) ©</p> <ul style="list-style-type: none"> organizing for effort clear expectations fair and credible evaluations recognition of accomplishment academic rigor accountable talk socializing intelligence self-management of learning learning as apprenticeship <p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> tiered assignments jigsawing pre/post assessments anchoring think/pair/share cubing, etc. 	<p>Textbook</p> <p><i>The American Journey (including supplemental materials)</i></p> <p>Supplementary books/material</p> <p><i>The History of Us</i></p> <p><i>Doing History</i></p> <p><i>Date Line</i></p> <p><i>Interact Units of Study</i></p> <p><i>We Were There Too</i></p> <p><i>Mind Sparks</i></p> <p>Videos:</p> <ul style="list-style-type: none"> Duck and Cover <p>Music:</p>	<p>STANDARDIZED AND REQUIRED</p> <ul style="list-style-type: none"> Midyear and final exams Common Tasks Formative Assessments Rubrics Essential Questions <p>SUGGESTED</p> <p>Anecdotal records</p> <p>Debates</p> <p>Exhibits</p> <p>Graphic organizers</p>

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<p>OVER ARCHING CONCEPTS After World War II, the United States and the USSR entered into a bitter rivalry. (Cold War)</p> <p>During the 1950s, some groups benefited and some were excluded from economic prosperity. (Discrimination)</p> <p>In the 1950s a tide of protest began to rise in America. (Civil Rights and Vietnam)</p> <p>After Vietnam the United states searches for stability and faces new challenges.</p> <p>ESSENTIAL QUESTIONS</p> <ol style="list-style-type: none"> How can individuals shape society? Are all people 	<p>9.2.3 Explain the U.S. containment policy. [Evaluate the implementation of a decision]</p> <p>9.2.4 Analyze the change from confrontation to coexistence between the Soviet Union and the United States. [Analyze cause-and-effect relationships]</p> <p>STANDARD 2C The student understands the foreign and domestic consequences of U.S. involvement in Vietnam.</p> <p>9.2.5 Assess the Vietnam policy of the Kennedy Johnson, and Nixon administrations and the shifts of public opinion about the war. [Analyze multiple causation]</p> <p>9.2.6 Evaluate how Vietnamese and Americans experienced the war and how the war continued to affect postwar politics and culture. [Appreciate historical perspectives]</p> <p>9.2.7 Analyze and explore the legacy of the Vietnam war. [Formulate a position or course of action on an issue]</p>	<p>Models historical thinking skills: chronological thinking, historical comprehension, historical analysis and interpretation, historical research capabilities, and historical issues - analysis and decision-making</p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students' thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge; exploring a full range of culture found in America <p>Facilitates strategies of summarizing and paraphrasing ELA R-7, R-8):</p> <ul style="list-style-type: none"> graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart) two column note taking 5-3-1 	<ul style="list-style-type: none"> Music of the 1950s Music of the 1960s, protest music <p>Technology LCD projectors Computer lab www.unitedstreaming.com www.ridoe.net www.ride.ri.gov/instruction/curriculum BMS website (Share Point) Arizona Geography Alliance (maps) Population Reference Bureau</p> <p>Materials Atlas</p> <p>School library resources On-line data bases classroom research books (as requested)</p> <p>Community JFK Library Museum</p>	<p>Interviews</p> <p>Journals</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p>Oral presentations</p> <p>Research project</p> <p>Reading Strategies</p> <ul style="list-style-type: none"> Before: <ul style="list-style-type: none"> RAT (R-7, R-13) SQ3R During: <ul style="list-style-type: none"> two column notes (R-7, R-13) Reciprocal Teaching graphic organizers QAR After: <ul style="list-style-type: none"> summarizing (R-7, R-13) 5-3-1 ACES Vocabulary e.g. Frayer model, KIM Text Structure (identify and write) (R13) <ul style="list-style-type: none"> cause/effect sequence description problem/solution compare/contrast <p>Socratic Circles</p> <p>Tests/quizzes</p>

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<p><i>created equal?</i></p> <p>3. <i>Should one nation involve itself in the affairs of another?</i></p> <p>4. <i>What are the responsibilities of citizenship in modern America?</i></p>		<ul style="list-style-type: none"> • QAR • Read around the text <p>Addresses multiple intelligences (instructional strategies)</p>		<p>Written responses e.g.</p> <ul style="list-style-type: none"> • Responding to literary and informational text • Informational writing - report and persuasive (W-6,7,8)
<p>ERA 9 Postwar United States (1945 to early 1970s)</p> <p>STANDARD 3 9.3 Domestic policies after World War II.</p> <p>BIG QUESTION What is the American Dream?</p> <p>OVER ARCHING CONCEPTS After World War II, the United States and the USSR entered into a bitter rivalry. (Cold War)</p>	<p>STANDARD 3A The student understands the political debates of the post-World War II era. Therefore the student is able to</p> <p>SS GSEs SEE MAP</p> <ul style="list-style-type: none"> • C & G 5 (7-8)-2b <p>9.3.1 Analyze the rise and fall of McCarthyism, its effects on civil liberties, and its repercussions. [Analyze cause-and-effect relationships]</p> <p>STANDARD 3B The student understands the "New Frontier" and the "Great Society."</p> <p>9.3.2 Evaluate the domestic policies of</p>	<p>DISTRICT INITIATIVES & RESEARCH</p> <p>Applies Principles of Learning (POL) ©</p> <ul style="list-style-type: none"> • organizing for effort • clear expectations • fair and credible evaluations • recognition of accomplishment • academic rigor • accountable talk • socializing intelligence • self-management of learning • learning as apprenticeship <p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> • tiered assignments • jigsawing • pre/post assessments • anchoring • think/pair/share • cubing, etc. <p>Models historical thinking skills: chronological thinking, historical comprehension, historical analysis and interpretation, historical research capabilities, and historical issues - analysis and decision-making</p>	<p>Textbook <i>The American Journey (including supplemental materials)</i></p> <p>Supplementary books/material <i>The History of Us</i> <i>Doing History</i> <i>Date Line</i> Interact Units of Study <i>Mind Sparks</i> Videos:</p> <ul style="list-style-type: none"> • The History of Us • Music of the 1960s protest music <p>Music:</p> <ul style="list-style-type: none"> • Music of the 1960s protest music <p>Technology LCD projectors</p>	<p>STANDARDIZED AND REQUIRED</p> <ul style="list-style-type: none"> • Midyear and final exams • Common Tasks • Formative Assessments • Rubrics • Essential Questions <p>SUGGESTED</p> <p>Anecdotal records</p> <p>Debates</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <p>Journals</p> <p>Multiple Intelligences assessments</p>

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Curriculum Writers: Mary Roberts, Cynthia J. Ryan, Tracy Taglione, Julia Texeira, and Karen Watson

U.S. History ERA/STANDARD	NHS Standards/GSEs/BENCHMARKS (Barrington Public Schools)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
<p>During the 1950s, some groups benefited and some were excluded from economic prosperity. (Discrimination)</p> <p>In the 1950s a tide of protest began to rise in America. (Civil Rights and Vietnam)</p> <p>After Vietnam the United States searches for stability and faces new challenges.</p> <p>ESSENTIAL QUESTIONS</p> <ol style="list-style-type: none"> 1. <i>How can individuals shape society?</i> 2. <i>Are all people created equal?</i> 3. <i>Should one nation involve itself in the affairs of another?</i> 4. <i>What are the responsibilities of citizenship in</i> 	<p>Kennedy's "New Frontier." [Hold interpretations of history as tentative]</p> <p>9.3.3 Assess the effectiveness of the "Great Society" programs. [Evaluate major debates among historians]</p>	<p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> • investigating topics in depth • exercising choice and responsibility by choosing their own topics for inquiry • involving exploration of open questions that challenge students' thinking • involving students in active participation in the classroom and the wider community • involving students in both independent inquiry and cooperative learning • involving students in reading, writing, observing, discussing, and debating • building upon students' prior knowledge; exploring a full range of culture found in America <p>Facilitates strategies of summarizing and paraphrasing ELA R-7, R-8):</p> <ul style="list-style-type: none"> • graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart) • two column note taking • 5-3-1 • QAR • Read around the text <p>Addresses multiple intelligences (instructional strategies)</p>	<p>www.unitedstreaming.com www.rido.net www.ride.ri.gov/instruction/curriculum BMS website (Share Point) Arizona Geography Alliance (maps) Population Reference Bureau</p> <p>Materials Atlas</p> <p>School library resources On-line data bases classroom research books (as requested)</p> <p>Community</p>	<p>(e.g. role playing – bodily kinesthetic, graphic organizing – visual, collaboration- interpersonal, etc.)</p> <p>Oral presentations</p> <p>Research project</p> <p>Reading Strategies</p> <ul style="list-style-type: none"> • Before: <ul style="list-style-type: none"> ○ RAT (R-7, R-13) ○ SQ3R • During: <ul style="list-style-type: none"> ○ two column notes (R-7, R-13) ○ Reciprocal Teaching ○ graphic organizers ○ QAR • After: <ul style="list-style-type: none"> ○ summarizing (R-7, R-13) ○ 5-3-1 ○ ACES • Vocabulary e.g. Frayer model, KIM • Text Structure (identify and write) (R13) <ul style="list-style-type: none"> ○ cause/effect ○ sequence ○ description ○ problem/solution ○ compare/contrast <p>Socratic Circles</p> <p>Tests/quizzes</p> <p>Written responses e.g.</p> <ul style="list-style-type: none"> • Responding to literary and informational text • Informational writing - report and persuasive (W-6,7,8)

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U.S. History ERA/STANDARD	NHS Standards/GSEs/BENCHMARKS (Barrington Public Schools)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
<i>modern America?</i>				
<p>ERA 9 Postwar United States (1945 to early 1970s)</p> <p>STANDARD 4 9.4 The struggle for racial and gender equality and for the extension of civil liberties.</p> <p>BIG QUESTION What is the American Dream?</p> <p>OVER ARCHING CONCEPTS After World War II, the United States and the USSR entered into a bitter rivalry. (Cold War)</p> <p>During the 1950s, some groups benefited and some were excluded from economic prosperity.</p>	<p>STANDARD 4A The student understands the "Second Reconstruction" and its advancement of civil rights. Therefore the student is able to</p> <p>SS GSEs SEE MAP</p> <ul style="list-style-type: none"> HP 3 (7-8)-1a C & G 4 (7-8)-3c <p>9.4.1 Explain the origins of the postwar civil rights movement and the role of the NAACP in the legal assault on segregation. [Analyze multiple causation]</p> <p>9.4.2 Evaluate the Brown v. Board of Education and its significance in advancing civil rights. [Analyze cause-and-effect relationships]</p> <p>9.4.3 Explain the resistance to civil rights in the South between 1954 and 1965. [Identify issues and problems in the past]</p> <p>9.4.4 Analyze the leadership and ideology of Martin Luther King, Jr. and Malcolm X in the civil rights movement and evaluate</p>	<p>DISTRICT INITIATIVES & RESEARCH</p> <p>Applies Principles of Learning (POL) ©</p> <ul style="list-style-type: none"> organizing for effort clear expectations fair and credible evaluations recognition of accomplishment academic rigor accountable talk socializing intelligence self-management of learning learning as apprenticeship <p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> tiered assignments jigsawing pre/post assessments anchoring think/pair/share cubing, etc. <p>Models historical thinking skills: chronological thinking, historical comprehension, historical analysis and interpretation, historical research capabilities, and historical issues - analysis and decision-making</p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students' thinking involving students in active participation in the classroom and the wider community 	<p>Textbook <i>The American Journey (including supplemental materials)</i></p> <p>Supplementary books/material <i>The History of Us</i> <i>Doing History</i> <i>Date Line</i> Interact Units of Study <i>Mind Sparks</i> <i>Primary Source: I of the Dream Speech</i></p> <p>Video: <i>Eyes on the Prize</i></p> <p>Music: <i>Music of 1960s protest music</i></p> <p>Technology LCD projectors Computer lab www.unitedstreaming.com www.ridoe.net www.ride.ri.gov/instruction/curriculum BMS website (Share Point) Arizona Geography Alliance (maps) Population Reference</p>	<p>STANDARDIZED AND REQUIRED</p> <ul style="list-style-type: none"> Midyear and final exams Common Tasks Formative Assessments Rubrics Essential Questions <p>SUGGESTED</p> <p>Anecdotal records</p> <p>Debates</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <p>Journals</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p>Oral presentations</p> <p>Research project</p> <p>Reading Strategies</p>

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U.S. History ERA/STANDARD	NHS Standards/GSEs/BENCHMARKS (Barrington Public Schools)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
<p>(Discrimination)</p> <p>In the 1950s a tide of protest began to rise in America. (Civil Rights and Vietnam)</p> <p>After Vietnam the United States searches for stability and faces new challenges.</p> <p>ESSENTIAL QUESTIONS</p> <ol style="list-style-type: none"> How can individuals shape society? Are all people created equal? Should one nation involve itself in the affairs of another? What are the responsibilities of citizenship in modern America? 	<p>their legacies. [Assess the importance of the individual in history]</p> <p>STANDARD 4B The student understands the women's movement for civil rights and equal opportunities.</p> <p>9.4.5 Explain modern feminism. [Marshal evidence of antecedent circumstances]</p>	<ul style="list-style-type: none"> involving students in both independent inquiry and cooperative learning involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge; exploring a full range of culture found in America <p>Facilitates strategies of summarizing and paraphrasing ELA R-7, R-8):</p> <ul style="list-style-type: none"> graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart) two column note taking 5-3-1 QAR Read around the text <p>Addresses multiple intelligences (instructional strategies)</p>	<p><u>Bureau</u></p> <p><u>Materials</u></p> <p><u>Atlas</u></p> <p><u>School library resources</u></p> <p><u>On-line data bases</u></p> <p><u>classroom research books</u> (as requested)</p> <p><u>Community</u></p>	<ul style="list-style-type: none"> Before: <ul style="list-style-type: none"> RAT (R-7, R-13) SQ3R During: <ul style="list-style-type: none"> two column notes (R-7, R-13) Reciprocal Teaching graphic organizers QAR After: <ul style="list-style-type: none"> summarizing (R-7, R-13) 5-3-1 ACES Vocabulary e.g. Frayer model, KIM Text Structure (identify and write) (R13) <ul style="list-style-type: none"> cause/effect sequence description problem/solution compare/contrast <p>Socratic Circles</p> <p>Tests/quizzes</p> <p>Written responses e.g.</p> <ul style="list-style-type: none"> Responding to literary and informational text Informational writing - report and persuasive (W-6,7,8)

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U.S. History ERA/STANDARD	NHS Standards/GSEs/BENCHMARKS (Barrington Public Schools)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
<p>ERA 10 Contemporary United States (1968 to the present)</p> <p>STANDARD 1 10.1 Recent developments in foreign policy and domestic politics</p> <p>BIG QUESTION What is the American Dream?</p> <p>OVER ARCHING CONCEPTS After World War II, the United States and the USSR entered into a bitter rivalry. (Cold War)</p> <p>During the 1950s, some groups benefited and some were excluded from economic prosperity. (Discrimination)</p> <p>In the 1950s a tide of protest began to</p>	<p>STANDARD 1A The student understands domestic politics. Therefore the student is able to</p> <p>SS GSEs SEE MAP</p> <ul style="list-style-type: none"> C & G 5 (7-8)-3a <p>10.1.2 Explain the Nixon administration's involvement in Watergate. [Formulate historical questions]</p> <p>STANDARD 1C The student understands major foreign policy initiatives.</p> <p>10.1.3 Explain the reasons for the collapse of communist governments. [Analyze multiple causation]</p>	<p>DISTRICT INITIATIVES & RESEARCH</p> <p>Applies Principles of Learning (POL) ©</p> <ul style="list-style-type: none"> organizing for effort clear expectations fair and credible evaluations recognition of accomplishment academic rigor accountable talk socializing intelligence self-management of learning learning as apprenticeship <p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> tiered assignments jigsawing pre/post assessments anchoring think/pair/share cubing, etc. <p>Models historical thinking skills: chronological thinking, historical comprehension, historical analysis and interpretation, historical research capabilities, and historical issues - analysis and decision-making</p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their 	<p>Textbook <i>The American Journey</i> (including supplemental materials) Unit 11: chapters 31, 32</p> <p>Supplementary books/material <i>The History of Us</i> <i>Doing History</i> <i>Date Line</i> Interact Units of Study <i>Mind Sparks</i></p> <p>Videos:</p> <p>Technology LCD projectors Computer lab www.unitedstreaming.com www.rido.net www.rido.net/instruction/curriculum BMS website (Share Point) Arizona Geography Alliance (maps) Population Reference Bureau</p> <p>Materials Atlas</p> <p>School library resources On-line data bases</p>	<p>STANDARDIZED AND REQUIRED</p> <ul style="list-style-type: none"> Midyear and final exams Common Tasks Formative Assessments Rubrics Essential Questions <p>SUGGESTED</p> <p>Anecdotal records</p> <p>Debates</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <p>Journals</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p>Oral presentations</p> <p>Research project</p> <p>Reading Strategies</p> <ul style="list-style-type: none"> Before: <ul style="list-style-type: none"> RAT (R-7, R-13) SQ3R During:

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U.S. History ERA/STANDARD	NHS Standards/GSEs/BENCHMARKS (Barrington Public Schools)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
<p>rise in America. (Civil Rights and Vietnam)</p> <p>After Vietnam the United States searches for stability and faces new challenges.</p> <p>ESSENTIAL QUESTIONS</p> <ol style="list-style-type: none"> How can individuals shape society? Are all people created equal? Should one nation involve itself in the affairs of another? What are the responsibilities of citizenship in modern America? 		<ul style="list-style-type: none"> own topics for inquiry involving exploration of open questions that challenge students' thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge; exploring a full range of culture found in America <p>Facilitates strategies of summarizing and paraphrasing ELA R-7, R-8):</p> <ul style="list-style-type: none"> graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart) two column note taking 5-3-1 QAR Read around the text <p>Addresses multiple intelligences (instructional strategies)</p>	<p>classroom research books (as requested)</p> <p><u>Community</u></p>	<ul style="list-style-type: none"> two column notes (R-7, R-13) Reciprocal Teaching graphic organizers QAR <ul style="list-style-type: none"> After: <ul style="list-style-type: none"> summarizing (R-7, R-13) 5-3-1 ACES Vocabulary e.g. Frayer model, KIM Text Structure (identify and write) (R13) <ul style="list-style-type: none"> cause/effect sequence description problem/solution compare/contrast <p>Socratic Circles</p> <p>Tests/quizzes</p> <p>Written responses e.g.</p> <ul style="list-style-type: none"> Responding to literary and informational text Informational writing - report and persuasive (W-6,7,8)

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U.S. History ERA/STANDARD	NHS Standards/GSEs/BENCHMARKS (Barrington Public Schools)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
<p>ERA 10 Contemporary United States (1968 to the present)</p> <p>STANDARD 2 10.2 Economic , social, and cultural developments in contemporary United States.</p> <p>BIG QUESTION What is the American Dream?</p> <p>OVER ARCHING CONCEPTS After World War II, the United States and the USSR entered into a bitter rivalry. (Cold War)</p> <p>During the 1950s, some groups benefited and some were excluded from economic prosperity. (Discrimination)</p> <p>In the 1950s a tide</p>	<p>STANDARD 2A The student understands economic patterns since 1968. Therefore the student is able to</p> <p>STANDARD 2D The student understands contemporary American culture.</p> <p>10.2.1 Evaluate the desegregation of education [Analyze multiple causation]</p> <p>10.2.2 Explain the influence of media on contemporary American culture. [Explain historical continuity and change]</p>	<p>DISTRICT INITIATIVES & RESEARCH</p> <p>Applies Principles of Learning (POL) ©</p> <ul style="list-style-type: none"> organizing for effort clear expectations fair and credible evaluations recognition of accomplishment academic rigor accountable talk socializing intelligence self-management of learning learning as apprenticeship <p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> tiered assignments jigsawing pre/post assessments anchoring think/pair/share cubing, etc. <p>Models historical thinking skills: chronological thinking, historical comprehension, historical analysis and interpretation, historical research capabilities, and historical issues - analysis and decision-making</p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students' thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning involving students in reading, 	<p>Textbook <i>The American Journey (including supplemental materials)</i></p> <p>Supplementary books/material <i>The History of Us</i> <i>Doing History</i> <i>Date Line</i> <i>Interact Units of Study</i> <i>Mind Sparks</i></p> <p>Technology LCD projectors Computer lab www.unitedstreaming.com www.rido.net www.ride.ri.gov/instruction/curriculum BMS website (Share Point) Arizona Geography Alliance (maps) Population Reference Bureau</p> <p>Materials Atlas</p> <p>School library resources On-line data bases classroom research books (as requested)</p>	<p>STANDARDIZED AND REQUIRED</p> <ul style="list-style-type: none"> Midyear and final exams Common Tasks Formative Assessments Rubrics Essential Questions <p>SUGGESTED</p> <p>Anecdotal records</p> <p>Debates</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <p>Journals</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p>Oral presentations</p> <p>Research project</p> <p>Reading Strategies</p> <ul style="list-style-type: none"> Before: <ul style="list-style-type: none"> RAT (R-7, R-13) SQ3R During:

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U.S. History ERA/STANDARD	NHS Standards/GSEs/BENCHMARKS (Barrington Public Schools)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
<p>of protest began to rise in America. (Civil Rights and Vietnam)</p> <p>After Vietnam the United States searches for stability and faces new challenges.</p> <p>ESSENTIAL QUESTIONS</p> <ol style="list-style-type: none"> 1. <i>How can individuals shape society?</i> 2. <i>Are all people created equal?</i> 3. <i>Should one nation involve itself in the affairs of another?</i> 4. <i>What are the responsibilities of citizenship in modern America?</i> 		<p>writing, observing, discussing, and debating</p> <ul style="list-style-type: none"> • building upon students' prior knowledge; exploring a full range of culture found in America <p>Facilitates strategies of summarizing and paraphrasing ELA R-7, R-8):</p> <ul style="list-style-type: none"> • graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart) • two column note taking • 5-3-1 • QAR • Read around the text <p>Addresses multiple intelligences (instructional strategies)</p>	<p><u>Community</u></p>	<ul style="list-style-type: none"> ○ two column notes (R-7, R-13) ○ Reciprocal Teaching ○ graphic organizers ○ QAR • After: <ul style="list-style-type: none"> ○ summarizing (R-7, R-13) ○ 5-3-1 ○ ACES • Vocabulary e.g. Frayer model, KIM • Text Structure (identify and write) (R13) <ul style="list-style-type: none"> ○ cause/effect ○ sequence ○ description ○ problem/solution ○ compare/contrast <p>Socratic Circles</p> <p>Tests/quizzes</p> <p>Written responses e.g.</p> <ul style="list-style-type: none"> • Responding to literary and informational text • Informational writing - report and persuasive (W-6,7,8)
<p>Historical Thinking</p> <p>11.1 Chronological thinking</p>	<p>Students will</p> <p>11.1.1 Distinguish between past, present, and future time.</p> <p>11.1.2 Identify in historical narratives the</p>	<p>Historical Thinking Standards flow through all Eras. See above</p>	<p>Historical Thinking Standards flow through all Eras. See above</p>	<p>Historical Thinking Standards flow through all Eras. See above</p>

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	<p>temporal structure of a historical narrative or story.</p> <p>11.1.3 Establish temporal order in constructing historical narratives of their own.</p> <p>11.1.4 Measure and calculate calendar time.</p> <p>11.1.5 Interpret data presented in timelines.</p> <p>11.1.6 Reconstruct patterns of historical succession and duration.</p> <p>11.1.7 Compare alternative models for periodization</p>			
<p>3. Historical Thinking</p> <p>11.2 Historical comprehension</p>	<p>Students will</p> <p>11.2.1 Reconstruct the literal meaning of a historical passage.</p> <p>11.2.2 Identify the central questions(s) the historical narrative addresses.</p> <p>11.2.3 Read historical narratives imaginatively.</p> <p>11.2.4 Evidence historical perspectives.</p> <p>11.2.5 Draw upon data in historical maps.</p> <p>11.2.6 Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers.</p>	<p>Historical Thinking Standards flow through all Eras. See above</p>	<p>Historical Thinking Standards flow through all Eras. See above</p>	<p>Historical Thinking Standards flow through all Eras. See above</p>

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	11.2.7 Draw upon visual, literary, and musical sources.			
Historical Thinking 11.3 Historical Analysis and Interpretation	Students will 11.3.1 Identify the author or source of the historical document or narrative. 11.3.2 Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions. 11.3.3 Differentiate between historical facts and historical interpretations. 11.3.4 Consider multiple perspectives, 11.3.5 Analyze cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance. 11.3.6 Challenge arguments of historical inevitability. 11.3.7 Compare competing historical narratives. 11.3.8 Hold interpretations of history as tentative. 11.3.9 Evaluate major debates among historians. 11.3.10 Hypothesize influences of the past.	Historical Thinking Standards flow through all Eras. See above	Historical Thinking Standards flow through all Eras. See above	Historical Thinking Standards flow through all Eras. See above

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<p>.Historical Thinking</p> <p>11.4.1 Historical Research capabilities</p>	<p>Students will</p> <p>11.4.1 Formulate historical questions.</p> <p>11.4.2 Obtain historical data.</p> <p>11.4.3 Interrogate historical data.</p> <p>11.4.4 Identify the gaps in the available records, marshal contextual knowledge and perspectives of the time and place, and construct a sound historical interpretation.</p>	<p>Historical Thinking Standards flow through all Eras. See above</p>	<p>Historical Thinking Standards flow through all Eras. See above</p>	<p>Historical Thinking Standards flow through all Eras. See above</p>
<p>3. Historical Thinking</p> <p>11.5 Historical Issues-Analysis and Decision-Making</p>	<p>11.5.1 Identify issues and problems in the past.</p> <p>11.5.2 Marshal evidence of antecedent circumstances and contemporary factors contribution to problems and alternative courses of action.</p> <p>11.5.3 Identify relevant historical antecedents.</p> <p>11.5.4 Evaluate alternative choices of action.</p> <p>11.5.5 Formulate a position or course of action on an issue.</p> <p>11.5.6 Evaluate the implementation of a decision.</p>	<p>Historical Thinking Standards flow through all Eras. See above</p>	<p>Historical Thinking Standards flow through all Eras. See above</p>	<p>Historical Thinking Standards flow through all Eras. See above</p>