

Wilson Area School District Planned Course Guide

Title of planned course: Early American History

Subject Area: Social Studies

Grade Level: Seven

Course Description: This course is designed to provide students with an overview of early American history, from early exploration up to the War of 1812, while focusing on common core standards, which will require students to read, analyze, and interpret in written form historical information.

Time/Credit for this Course: One Full Academic Year

Curriculum Writing Committee: Tad Fenton

Curriculum Map

August: Exploration

September: Exploration and Colonization

October: Colonization and French and Indian War

November: French and Indian War

December: Causes of the American Revolution

January: Causes of the American Revolution and American Revolution

February: American Revolution

March: Independence and Constitutional Convention

April: Independence and Constitutional Convention and New Nation and War of 1812

May: New Nation and War of 1812

June: New Nation and War of 1812

Wilson Area School District Planned Course Materials

Course Title: Early American History

Textbook: *United States History: Beginnings to 1914*
Holt McDougal

Supplemental Books: None

Teacher Resources:

- Eyewitness to History
 - <http://www.eyewitnesstohistory.com/>
- Unites States History
 - <http://www.ushistory.org/>
- Discovery Education
 - <http://www.discoveryeducation.com/>
- Digital History
 - <http://www.digitalhistory.uh.edu/>
- Non-fiction and historical fiction supplementary sources
- National Museum of American History
 - <http://americanhistory.si.edu/>

Curriculum Scope & Sequence

Title of planned course: Early American History

Subject Area: Social Studies

Grade Level: Seven

Unit: Exploration

Time Frame: 3 weeks

Common Core Standards and Eligible Content: CC.8.5.6-8.A-J, CC.8.6.6-8.A-I, 6.1.7.A,B,C,D

Essential content/objectives: By the end of the unit, students will be able to:

- Identify why people were willing to leave Europe for the New World.
- Explain the effects of European exploration.
- Explain European interest in exploring the New World.

Core Activities: Students will complete / participate in the following:

- Reading Informational Text:
 - Students will read, complete notes, and synthesize information from textbooks and other non-fiction sources.
 - Students will read and interpret primary documents.
 - Students will compare various opinions and reach their own conclusions through group discussion, short-response writing, or essay writing.
- Writing:
 - Students will read and interpret texts, articles and other documents to produce their own point of view in written form.
 - Students will compose outlines to present an argument.
 - Students will conduct research on their own and provide a report of their findings.
 - Students will compare multiple sources and differentiate between fact and opinion.
- Identify the major explorers who traveled to the New World through map activities, in-class discussion, and written-response.
- Identify the causes and effects of exploration in written form or presentation.
- Investigate through research the economic draw to the New World

Extensions:

- Students can complete independent research projects that require them to read and evaluate a multitude of sources.
- Design a webpage
- Vodcasts or Podcasts
- Movie-Maker
- Creative writing assignments

Remediation:

- Teacher directed small groups
- Graphic organizers
- Differentiated or modified texts

Instructional Methods:

- Direct Instruction: Note-taking strategies, demonstrations on how to read, analyze, and annotate articles and in-class readings, power-point presentations, MIMIO's, supplementary documentaries, graphic organizers
- Group Work: group discussions, student-led groups, poster projects, web-quests, presentations, skits, newscasts, documentary writing, jigsaws, learning centers
- Independent work: student research, reading, annotating, graphic organizers, highlighting of documents, articles, etc.

Materials & Resources:

- Discovery education
- YouTube
- Eyewitness to history
- Digital history
- Primary sources
- Textbook
- MIMIO lessons
- Power-points
- Internet based educational websites

Assessments:

- Diagnostic: Group Discussion, Pre-Test, Open-Ended Responses, KWL's
- Formative: Higher and Lower-level questions, open-ended response questions, peer review, daily bell-ringers, classroom worksheets, class discussions, projects, mini-research activities, student created outlines and notes
- Summative Assessment: Student created presentations, formal writing, quizzes, tests, reading analysis with questions and essays, document comparisons

Curriculum Scope & Sequence

Title of planned course: Early American History

Subject Area: Social Studies

Grade Level: Seven

Unit: Colonization

Time Frame: 5 weeks

Common Core Standards and Eligible Content: CC.8.5.6-8.A-J; CC.8.6.6-8.A-I; 6.1.7.A,B,D; 7.1.7. A,B; 7.2.7.B; 7.3.7.A; 7.4.7.A,B; 5.1.7.A,B,CC

Essential content/objectives: By the end of the unit, students will be able to:

- Identify the effects geography had on colonization.
- Describe the relationships that existed between Native Americans and colonists.
- Distinguish between the types of colonial governments that were created.
- Explain how and why slavery began.
- Explain British interest in the colonies.
- Describe the various economic systems that existed in the colonies.
- Identify the type of person that was willing to move to the New World.
- Explain the impact of religion and ethnicity on colonization.

Core Activities: Students will complete / participate in the following:

- Reading Informational Text:
 - Students will read, complete notes, and synthesize information from textbooks and other non-fiction sources.
 - Students will read and interpret primary documents.
 - Students will compare various opinions and reach their own determination through group discussion, short-response writing, or essay writing.
- Writing:
 - Students will read and interpret texts, articles and other documents to produce their own point of view in written form.
 - Students will compose outlines to present an argument.
 - Students will conduct research on their own and provide a report of their findings.
 - Students will compare multiple sources and differentiate between fact and opinion.
- Identify regions of settlement in the New World through map activities, in-class discussion, and written-response. This will include identifying why people settled in one region as opposed to another. Therefore, students will investigate the role and impact that religion, ethnicity, economics, and geography played in settling early America.
- Identify the causes and effects of colonization in either written-form or presentation.
- Investigate through research the economic draw to the New World.

- Research the early forms of government that began in the colonies.
- Complete map activities that require them to identify the 13 colonies, major settlements, rivers, mountains, etc.

Extensions:

- Students can complete independent research projects that require them to read and evaluate a multitude of sources.
- Design a webpage
- Vodcasts or Podcasts
- Movie-Maker
- Creative writing assignments

Remediation:

- Teacher directed small groups
- Graphic organizers
- Differentiated or modified texts

Instructional Methods:

- Direct Instruction: Note-taking strategies, demonstrations on how to read, analyze, and annotate articles and in-class readings, power-point presentations, MIMIO's, supplementary documentaries, graphic organizers
- Group Work: group discussions, student-led groups, poster projects, web-quests, presentations, skits, newscasts, documentary writing, jigsaws, learning centers
- Independent work: student research, reading, annotating, graphic organizers, highlighting of documents, articles, etc.

Materials & Resources:

- Discovery education
- YouTube
- Eyewitness to history
- Digital history
- Primary sources
- Textbook
- MIMIO lessons
- Power-points
- Internet based educational websites

Assessments:

- Diagnostic: Group Discussion, Pre-Test, Open-Ended Responses, KWL's
- Formative: Higher and Lower-level questions, open-ended response questions, peer review, daily bell-ringers, classroom worksheets, class discussions, projects, mini-research activities, student created outlines and notes
- Summative Assessment: Student created presentations, formal writing, quizzes, tests, reading analysis with questions and essays, document comparisons

Curriculum Scope & Sequence

Title of planned course: Early American History

Subject Area: Social Studies

Grade Level: Seven

Unit: French and Indian War

Time Frame: 4 weeks

Common Core Standards and Eligible Content: CC.8.5.6-8.A-J; CC.8.6.6-8.A-I; 6.1.7.A-D; 6.2.7.B,E; 6.3.7.B; 7.2.7.A; 7.3.7.A

Essential content/objectives: By the end of the unit, students will be able to:

- Identify the causes of the French and Indian War.
- Describe the effects that the war had on the colonies.
- Explain how the French and Indian War fostered the American Revolution.
- Identify how the war affected the relationship between Native Americans and the colonists.
- Explain how the war affected the colonial governments.
- Identify the colonial response to the French and Indian war based upon geographic location, ethnicity, and religion.

Core Activities: Students will complete / participate in the following:

- Reading Informational Text:
 - Students will read, complete notes, and synthesize information from textbooks and other non-fiction sources.
 - Students will read and interpret primary documents.
 - Students will compare various opinions and reach their own determination through group discussion, short-response writing, or essay writing.
- Writing:
 - Students will read and interpret texts, articles and other documents to produce their own point of view in written form.
 - Students will compose outlines to present an argument.
 - Students will conduct research on their own and provide a report of their findings.
 - Students will compare multiple sources and differentiate between fact and opinion.
- Research issues that confronted the colonies prior to the French and Indian War: fur trade, British and French relationship, salutary neglect, war debt. Students can present their findings through group discussion, presentations, formal writing activities, etc.
- Diagram the major conflicts associated with the French and Indian War.
- Compare French, British, and Colonial perceptions of the conflict.
- Explain how the French and Indian War foreshadowed the American Revolution through group activities, projects, presentations, and written-response.

- Document how the war changed colonial laws, colonial relationships, and colonial perception of Native-Americans.

Extensions:

- Students can complete independent research projects that require them to read and evaluate a multitude of sources.
- Design a webpage
- Vodcasts or Podcasts
- Movie-Maker
- Creative writing assignments

Remediation:

- Teacher directed small groups
- Graphic organizers
- Differentiated or modified texts

Instructional Methods:

- Direct Instruction: Note-taking strategies, demonstrations on how to read, analyze, and annotate articles and in-class readings, power-point presentations, MIMIO's, supplementary documentaries, graphic organizers
- Group Work: group discussions, student-led groups, poster projects, web-quests, presentations, skits, newscasts, documentary writing, jigsaws, learning centers
- Independent work: student research, reading, annotating, graphic organizers, highlighting of documents, articles, etc.

Materials & Resources:

- Discovery education
- YouTube
- Eyewitness to history
- Digital history
- Primary sources
- Textbook
- MIMIO lessons
- Power-points
- Internet based educational websites

Assessments:

- Diagnostic: Group Discussion, Pre-Test, Open-Ended Responses, KWL's
- Formative: Higher and Lower-level questions, open-ended response questions, peer review, daily bell-ringers, classroom worksheets, class discussions, projects, mini-research activities, student created outlines and notes
- Summative Assessment: Student created presentations, formal writing, quizzes, tests, reading analysis with questions and essays, document comparisons

Curriculum Scope & Sequence

Title of planned course: Early American History

Subject Area: Social Studies

Grade Level: Seven

Unit: Causes of the American Revolution

Time Frame: 6 weeks

Common Core Standards and Eligible Content: CC.8.5.6-8.A-J; CC.8.6.6-8.A-I; 6.1.7.A; 6.2.7.D; 6.3.7.C; 7.3.7.A

Essential content/objectives: By the end of the unit, students will be able to:

- Organize and identify the events in chronological order that led to the beginning of the American Revolution.
- Explain how and why the colonists reacted to the British taxes.
- Explain the phrase “no taxation without representation.”
- Provide their opinion on the American Revolution.
- Explain why the Declaration of Independence was written.
- Describe why some colonists supported independence, while others chose to remain loyal to the crown.

Core Activities: Students will complete / participate in the following:

- Reading Informational Text:
 - Students will read, complete notes, and synthesize information from textbooks and other non-fiction sources.
 - Students will read and interpret primary documents.
 - Students will compare various opinions and reach their own determination through group discussion, short-response writing, or essay writing.
- Writing:
 - Students will read and interpret texts, articles and other documents to produce their own point of view in written form.
 - Students will compose outlines to present an argument.
 - Students will conduct research on their own and provide a report of their findings.
 - Students will compare multiple sources and differentiate between fact and opinion.
- Research the various taxes and laws imposed upon the colonies by the British.
- Explain the phrase “no taxation without representation,” through research, group activities, written-response, presentation, etc.
- Identify the major events that led to the beginning of the American Revolution through the following means: timeline, essay, presentation, guided practice, group work, guided notes, etc.
- Read, analyze, and summarize the Declaration of Independence.

Extensions:

- Students can complete independent research projects that require them to read and evaluate a multitude of sources.
- Design a webpage
- Vodcasts or Podcasts
- Movie-Maker
- Creative writing assignments

Remediation:

- Teacher directed small groups
- Graphic organizers
- Differentiated or modified texts

Instructional Methods:

- Direct Instruction: Note-taking strategies, demonstrations on how to read, analyze, and annotate articles and in-class readings, power-point presentations, MIMIO's, supplementary documentaries, graphic organizers
- Group Work: group discussions, student-led groups, poster projects, web-quests, presentations, skits, newscasts, documentary writing, jigsaws, learning centers
- Independent work: student research, reading, annotating, graphic organizers, highlighting of documents, articles, etc.

Materials & Resources:

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- Textbook
- MIMIO lessons
- Power-points
- Internet based educational websites

Assessments:

- Diagnostic: Group Discussion, Pre-Test, Open-Ended Responses, KWL's
- Formative: Higher and Lower-level questions, open-ended response questions, peer review, daily bell-ringers, classroom worksheets, class discussions, projects, mini-research activities, student created outlines and notes
- Summative Assessment: Student created presentations, formal writing, quizzes, tests, reading analysis with questions and essays, document comparisons

Curriculum Scope & Sequence

Title of planned course: Early American History

Subject Area: Social Studies

Grade Level: Seven

Unit: The American Revolution

Time Frame: 6 weeks

Common Core Standards and Eligible Content: CC.8.5.6-8.A-J; CC.8.6.6-8.A-I; 7.1.7.A,B; 7.2.7.A; 7.3.7.A

Essential content/objectives: By the end of the unit, students will be able to:

- Explain the impact to the American Revolution on the colonies.
- Identify the reasons that the American colonists were able to win the war.
- Describe how the war changed the colonists' perception of government.
- Describe what independence meant to the colonists.
- Explain the impact that the American Revolution had on ethnic and religious divisions.
- Identify the decisive events in the American Revolution that led to an American victory.
- Identify the key figures associated with the American Revolution.

Core Activities: Students will complete / participate in the following:

- Reading Informational Text:
 - Students will read, complete notes, and synthesize information from textbooks and other non-fiction sources.
 - Students will read and interpret primary documents.
 - Students will compare various opinions and reach their own determination through group discussion, short-response writing, or essay writing.
- Writing:
 - Students will read and interpret texts, articles and other documents to produce their own point of view in written form.
 - Students will compose outlines to present an argument.
 - Students will conduct research on their own and provide a report of their findings.
 - Students will compare multiple sources and differentiate between fact and opinion.
- Identify major battles and campaigns through map activities.
- Read, analyze, and interpret both primary and secondary sources relating to the American Revolution.
- Research and present their findings through small group activities, class presentations, or formal writing.
- Complete short writing activities, such as: letters, newspapers, short response, etc.

Extensions:

- Students can complete independent research projects that require them to read and evaluate a multitude of sources.
- Design a webpage
- Vodcasts or Podcasts
- Movie-Maker
- Creative writing assignments

Remediation:

- Teacher directed small groups
- Graphic organizers
- Differentiated or modified texts

Instructional Methods:

- Direct Instruction: Note-taking strategies, demonstrations on how to read, analyze, and annotate articles and in-class readings, power-point presentations, MIMIO's, supplementary documentaries, graphic organizers
- Group Work: group discussions, student-led groups, poster projects, web-quests, presentations, skits, newscasts, documentary writing, jigsaws, learning centers
- Independent work: student research, reading, annotating, graphic organizers, highlighting of documents, articles, etc.

Materials & Resources:

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- Digital history
- Primary sources
- Textbook
- MIMIO lessons
- Power-points
- Internet based educational websites

Assessments:

- Diagnostic: Group Discussion, Pre-Test, Open-Ended Responses, KWL's
- Formative: Higher and Lower-level questions, open-ended response questions, peer review, daily bell-ringers, classroom worksheets, class discussions, projects, mini-research activities, student created outlines and notes
- Summative Assessment: Student created presentations, formal writing, quizzes, tests, reading analysis with questions and essays, document comparisons

Curriculum Scope & Sequence

Title of planned course: Early American History

Subject Area: Social Studies

Grade Level: Seven

Unit: Independence and the Constitutional Convention

Time Frame: 6 weeks

Common Core Standards and Eligible Content: CC.8.5.6-8.A-J; CC.8.6.6-8.A-I; 5.1.7.A,B,C,D,E; 5.2.7.A; 5.3.7.A,B;C,J; 7.1.7.B, 7.2.7.A, 7.3.7.A

Essential content/objectives: By the end of the unit, students will be able to:

- Explain why the Articles of Confederation was considered to be weak.
- Describe why there was a need for a strong central government following the American Revolution.
- Describe why some Americans were wary of a strong central government.
- Identify the different beliefs and compromises that shaped the writing of the Constitution.
- Explain how colonial experiences under Great Britain affected the writing of the Constitution.
- Identify British influences upon the Constitution.
- Describe the three-fifths compromise and explain what it foreshadowed in American history.

Core Activities: Students will complete / participate in the following:

- Reading Informational Text:
 - Students will read, complete notes, and synthesize information from textbooks and other non-fiction sources.
 - Students will read and interpret primary documents.
 - Students will compare various opinions and reach their own determination through group discussion, short-response writing, or essay writing.
- Writing:
 - Students will read and interpret texts, articles and other documents to produce their own point of view in written form.
 - Students will compose outlines to present an argument.
 - Students will conduct research on their own and provide a report of their findings.
 - Students will compare multiple sources and differentiate between fact and opinion.
- Diagram the branches of government outlined by the Constitution.
- Read, analyze, and interpret the Constitution.
- Compare the viewpoints of a federalist and an anti-federalist.
- Write their own “Federalist Papers.”
- Hold a mock Constitutional Convention.

- Compare the powers of state government versus federal government.

Extensions:

- Students can complete independent research projects that require them to read and evaluate a multitude of sources.
- Design a webpage
- Vodcasts or Podcasts
- Movie-Maker
- Creative writing assignments

Remediation:

- Teacher directed small groups
- Graphic organizers
- Differentiated or modified texts

Instructional Methods:

- Direct Instruction: Note-taking strategies, demonstrations on how to read, analyze, and annotate articles and in-class readings, power-point presentations, MIMIO's, supplementary documentaries, graphic organizers
- Group Work: group discussions, student-led groups, poster projects, web-quests, presentations, skits, newscasts, documentary writing, jigsaws, learning centers
- Independent work: student research, reading, annotating, graphic organizers, highlighting of documents, articles, etc.

Materials & Resources:

- Discovery education
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- Primary sources
- Textbook
- MIMIO lessons
- Power-points
- Internet based educational websites

Assessments:

- Diagnostic: Group Discussion, Pre-Test, Open-Ended Responses, KWL's
- Formative: Higher and Lower-level questions, open-ended response questions, peer review, daily bell-ringers, classroom worksheets, class discussions, projects, mini-research activities, student created outlines and notes
- Summative Assessment: Student created presentations, formal writing, quizzes, tests, reading analysis with questions and essays, document comparisons

Curriculum Scope & Sequence

Title of planned course: Early American History

Subject Area: Social Studies

Grade Level: Seven

Unit: A New Nation and the War of 1812

Time Frame: 6 weeks

Common Core Standards and Eligible Content: CC.8.5.6-8.A-J; CC.8.6.6-8.A-I; 5.1.7.D, 6.3.7.A,B,C; 6.4.7.B; 7.1.7.A,B; 7.2.7.A, 7.3.7.A

Essential content/objectives: By the end of the unit, students will be able to:

- Explain how George Washington's presidency set a precedent for future presidents.
- Explain the importance of the Bill of Rights in the passage of the Constitution.
- Describe why some of the states were hesitant to ratify the Constitution.
- Identify some of the domestic issues and challenges that confronted the new nation.
- Identify Supreme Court decisions that impacted and shaped early American society.
- Describe the significance and impact of the Louisiana Purchase.
- Explain the relationship between Native-Americans and Americans as the nation began to move westward.
- Identify the events that led to the War of 1812.
- Describe how the war of 1812 changed America.

Core Activities: Students will complete / participate in the following:

- Reading Informational Text:
 - Students will read, complete notes, and synthesize information from textbooks and other non-fiction sources.
 - Students will read and interpret primary documents.
 - Students will compare various opinions and reach their own determination through group discussion, short-response writing, or essay writing.
- Writing:
 - Students will read and interpret texts, articles and other documents to produce their own point of view in written form.
 - Students will compose outlines to present an argument.
 - Students will conduct research on their own and provide a report of their findings.
 - Students will compare multiple sources and differentiate between fact and opinion.
- Research the Bill of Rights, and provide their own interpretation.

- Investigate Supreme Court decisions and report back to the class. This can be done through formal writing or presentation, or it could be done through guided worksheets and small group activities.
- Write narratives, letters, or newspapers as if they were living in early American society.
- Map the major battles and campaigns in the War of 1812.
- Investigate the diary of Lewis and Clark.

Extensions:

- Students can complete independent research projects that require them to read and evaluate a multitude of sources.
- Design a webpage
- Vodcasts or Podcasts
- Movie-Maker
- Creative writing assignments

Remediation:

- Teacher directed small groups
- Graphic organizers
- Differentiated or modified texts

Instructional Methods:

- Direct Instruction: Note-taking strategies, demonstrations on how to read, analyze, and annotate articles and in-class readings, power-point presentations, MIMIO's, supplementary documentaries, graphic organizers
- Group Work: group discussions, student-led groups, poster projects, web-quests, presentations, skits, newscasts, documentary writing, jigsaws, learning centers
- Independent work: student research, reading, annotating, graphic organizers, highlighting of documents, articles, etc.

Materials & Resources:

- Discovery education
- YouTube
- Eyewitness to history
- Digital history
- Primary sources
- Textbook
- MIMIO lessons
- Power-points
- Internet based educational websites

Assessments:

- Diagnostic: Group Discussion, Pre-Test, Open-Ended Responses, KWL's
- Formative: Higher and Lower-level questions, open-ended response questions, peer review, daily bell-ringers, classroom worksheets, class discussions, projects, mini-research activities, student created outlines and notes

- Summative Assessment: Student created presentations, formal writing, quizzes, tests, reading analysis with questions and essays, document comparisons