

Instructor:

Course/Area: Social 7: U.S. History, 1861 - Present

Grade: 7

Content/Topics	Standard	Skills/Benchmarks	Assessment/Products	Time
War, Terrible War	<p>I. United States History F. Civil War and Reconstruction 1850s - 1870s The student will demonstrate knowledge of the causes of the Civil War.</p> <p>F. Civil War and Reconstruction 1850s - 1870s The student will demonstrate knowledge of major events and people of the Civil War.</p> <p>III. World History F. World Civilizations, Toward a Global Culture, 1500 - 1770 AD The student will examine changing forms of cross-cultural contact, conflict and cooperation that resulted from the interconnections between Eurasia, Africa and the Americas.</p> <p>V. Geography B. Maps and Globes The student will use maps and globes to demonstrate specific and increasingly complex geographic knowledge.</p> <p>B. Maps and Globes The student will make and use maps to acquire, process and report on the spatial organization of people and places on Earth.</p>	<p>1. Students will identify and analyze the main ideas of the debate over slavery, abolitionism, states' rights, and explain how they resulted in major political compromises.</p> <p>2. Students will identify on a map the states that seceded from the Union, and those that remained in the Union.</p> <p>1. Students will know and understand the roles of significant figures and battles of the Civil War Era and analyze their significance, including Frederick Douglass, Abraham Lincoln, Jefferson Davis, Harriet Tubman and Battle of Gettysburg.</p> <p>1. Students will explain the characteristics of the trading system that linked peoples of Africa, Asia, and Europe around 1450.</p> <p>4. Students will understand patterns of change in Africa in the era of the slave trade and the slave plantation system in the Americas.</p> <p>5. Students will identify the causes and consequences of global migrations of Europeans, Africans, and Asians.</p> <p>1. Students will use political and thematic maps to locate major physical and cultural regions of the world and ancient civilizations studied.</p> <p>3. Students will distinguish differences among, uses of and limitations of different kinds of thematic maps used to describe the development of the United States.</p> <p>2. Students will compare and contrast the differences among a variety of maps and explain the appropriate use of projections, symbols, coloring and shading, and select maps appropriate for answering questions they have.</p>	tests, quizzes, essays, worksheets timelines	6 weeks

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War, Terrible War (continued)	<p>V. Geography</p> <p>C. Physical Features and Processes The student will use basic terminology describing basic physical and cultural features of continents studied.</p> <p>C. Physical Features and Processes The student will identify and locate geographic features associated with the development of the United States.</p> <p>E. Essential Skills The student will use maps, globes, geographic information systems and other sources of information to analyze the natures of places at a variety of scales.</p> <p>IV. Historical Skills</p> <p>A. Concepts of Time The student will acquire skills of chronological thinking.</p> <p>B. Historical Skills The student will begin to use historical resources.</p> <p>VII. Government and Citizenship</p> <p>A. Civic Values, Skills, Rights and Responsibilities The student will recognize the importance of individual action and character in shaping civic life.</p>	<p>1. Students will locate and describe major physical features and analyze how they influenced cultures/ civilizations studied.</p> <p>1. Students will identify physical features and analyze their impact as either hindering or promoting settlement, establishment of cities and states, and economic development in the United States.</p> <p>1. Students will demonstrate the ability to obtain geographic information from a variety of print and electronic sources.</p> <p>2. Students will make inferences and draw conclusions about the character of places based on analyses and comparison of maps, aerial photos, and other images.</p> <p>3. Students will locate major political and physical features of the United States and the world.</p> <p>1. Students will develop a chronological sequence of persons, events and concepts in each historical era studied in these grades. (ongoing)</p> <p>1. Students will identify, describe, and extract information from various types of historical sources, both primary and secondary (ongoing)</p> <p>2. Students will assess the credibility and determine appropriate use of different sorts of sources (ongoing)</p> <p>3. Students will investigate the ways historians learn about the past if there are no written records (ongoing).</p> <p>1. Students will identify people who have dealt with challenges and made a positive difference in other people's lives and explain their contributions.</p>	<p>tests, quizzes, essays, worksheets timelines (continued)</p>	<p>6 weeks (cont.)</p>

