

**Wayne Central School District
Ontario Center, NY 14519**

**Social Studies
Social Studies
Curriculum**

SEVENTH GRADE
Draft

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I. District Philosophy

The Wayne Central School District believes that the goal of education is the all-around development of each student. The role of the school is to enable individuals to develop to their fullest potential.

The school, in cooperation with the home and community, will assist the student with intellectual, social, cultural, emotional, physical and moral growth. The school should help create within each student an awareness of civic responsibilities and respect for authority to assist the student in becoming a well-integrated, responsible person capable of assuming a vital role in an evolving civilization.

The Wayne Central School District subscribes to the general theory of individual differences; namely, that each student is an individual and has innate abilities, ambitions, and emotions. In the process of educating this individual, the program should provide a challenge while reflecting a concern for needs based on individual capabilities.

The Wayne Central School District further subscribes to the following fundamental principles:

- 1. Children, regardless of potential, are capable of learning and acquiring the skill and knowledge needed to function to the best of their ability in our society,**
- 2. Our responsibility is to see that children learn. The energies of all participants should be focused on achieving the desired outcomes. Accountability does not end with following established rules and procedures; its essence is found in results,**
- 3. Minimum competence, while necessary, is not enough. Successful participation in our society demands much more. All children are entitled to approved curriculum, to instructional methods, and to expectations that challenge them to perform at their best, and help them to become truly proficient in knowledge and skills,**
- 4. Every child in New York State is entitled to the resources necessary to provide the sound, basic education that the state constitution requires,**
- 5. Each participant in the educational system should have the opportunity to effectively discharge his or her responsibility, and each participant should be held accountable for achieving desired results. This principle applies to all participants in the educational process – students, parents, teachers, counselors, librarians, administrators, the Board of Education, and others,**
- 6. Achievement of desired results by individuals and groups should be rewarded. Creativity in our students needs to be nurtured and encouraged. Occasional failure in a large and diverse system is probably unavoidable. However, failure should not be permitted to persist. When it occurs, with either individuals or groups, help should be provided and the situation changed.**

II. District Mission Statement:

Based upon the belief that all students can learn, the staff of Wayne Central School district accepts the responsibility to teach all students regardless of differences, the fundamental skills. We further accept the responsibility to challenge all students to attain higher levels of achievement. Wayne Central will provide the opportunity, environment, and encouragement to meet this goal while developing the whole child physically, emotionally, and culturally.

III. NYS Learning Standards:

Health, Physical Education, and Home Economics

1. Personal Health and Fitness – Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.
2. A Safe and Healthy Environment – Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment
3. Resource Management – Students will understand and be able to manage their personal and community resources.

Mathematics, Science, and Technology

1. Analysis, Inquiry, and Design – Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.
2. Information Systems – Students will access, generate, process, and transfer information using appropriate technologies
3. Mathematics – Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.
4. Science – Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.
5. Technology – Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.
6. Interconnectedness: Common Themes – Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.
7. Interdisciplinary Problem Solving – Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

English Language Arts

1. Students will listen, speak, read and write for information and understanding. As listeners and readers, students will collect data, facts and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.
2. Language for Literary Response and Expression – Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers. Students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.
3. Language for Critical Analysis and Evaluation – Students will listen, speak, read and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speaker and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgements on experiences, ideas, information and issues.
4. Language for Social Interaction – Students will listen, speak, read, and write for social interaction. Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people. As reader and listeners, they will use the social communications of others to enrich their understanding of people and their views.

Languages Other Than English

1. Communication Skills – Students will be able to use a language other than English for communication.
2. Cultural Understanding – Students will develop cross-cultural skills and understandings.

The Arts

1. Creating, Performing, and Participating in the Arts – Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.
2. Knowing and Using arts materials and Resources – Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.
3. Responding to and Analyzing Works of Art – Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.
4. Understanding the Cultural Contributions of the Arts – Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

Career Development and Occupational Studies

1. Career Development – Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.
2. Integrated Learning – Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.
3. Universal Foundation Skills – Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.
4. Career Majors – Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.

Social Studies

1. History of the United States and New York – Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.
2. World History – Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments and turning points in world history and examine the broad sweep of history from a variety of perspectives.
3. Geography – Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live – local, national and global – including the distribution of people, places, and environments over the Earth’s surface.
4. Economics – Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.
5. Civics, Citizenship, and Government – Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States Constitution; the basic civil values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship including avenues of participation.

IV. Commencement Outcomes

"Adult Roles, Skills & Knowledge"

CITIZEN

A citizen is a responsible, law-abiding member of society who:

- Has a strong sense of values;
- Knows right from wrong;
- Is aware of community news, issues and norms;
- Accepts diversity in ethnicity and belief;
- Has knowledge of government at all levels and issues relative to each;
- Associates with others in positive and productive ways.

LIFE - LONG LEARNER

A life-long learner is one who perseveres, is self-motivated, is innately curious, focused and:

- Is able to set goals;
- Adheres to deadlines/due-dates, has time management skills and abilities;
- Is a problem solver, can define problems, analyze information and task analyze/prioritize potential solutions, has the ability to select the best "tool/strategy" for the situation, and can enlist others in the process of evaluation and refocusing.

LEADER

A leader is a problem solver with effective communication skills. He/she has an ability to motivate others and:

- Is a strong willed person with vision, beliefs and convictions to carry out each.
- Is able to recognize and effectively use all resources, such as material, time and human
- Is responsible and accountable for self and others.

WORKER/WAGE EARNER/BUSINESS OWNER

A worker/wage earner is an individual who is trust worthy, moral and ethical, and who:

- Possess basic job skills with a willingness to change, grow and develop new skills;
- Is a good communicator;
- Demonstrates leadership skills and initiative and the ability to work as a team player;
- Is responsible, reliable and respectful to others;
- Has the ability to make sound decisions.

CONSUMER

A consumer is an individual who has knowledge of the global economy and:

- Utilizes and applies budgeting skills and credit awareness;
- Maintains long-terms personal financial planning (savings, banking, retirement);
- Understand one's rights, responsibilities and risks.

COUNSELOR/TEACHER/MENTOR

A counselor/teacher/mentor is an individual who is patient, self-confident, assertive leader who:

- Is a problem solver and can guide others to solve problems;
- Is an active listener;
- Is aware of issues, societal, family, religious differences and different customs;
- Has interpersonal skills and values others opinions.

PARENT/FAMILY MEMBER

A parent/family member is an individual who:

- Is nurturing and loving;
- Displays flexibility;
- Has high character and morals;
- Is accountable and consistent with respect to expectations and follow through;
- Becomes actively involved in their children and family's education and other pursuits.

FRIEND

A friend is an individual who shows great interest and respect for others, and who:

- Is non-judgmental and available when a time of need arises;
- Is unselfish, honest, supportive, caring and genuine;
- Is an open-minded listener who seeks to understand before being understood;
- Give him/herself to other without expectations of compensation or return of favor.

V. Scope and Sequence

Content Understandings	Standard	Concepts/Themes	PK	K	1	2	3	4	5	6	7	8
1. Members of a Community	5.2, 5.3	Identity, change, culture, interdependence, needs/wants, places and regions, human systems, and empathy.										
Myself and others				M	E	E	R	R	R	R	R	R
My family and other families				T	T	M	R	R	R			
History of my family					I	T	R	M				
My school and community				I	T	M	R					
My neighborhood				I	T	M	R					
My community and local region					I	T	R	M				
Places in my community and local region					I	T	R	M				
My community and region today					I	I	R	M				
Cultures and civilizations						I	T	R	R	M		
Communities around the world							T	R	R	M		
2. Citizenship		Citizenship and civic life, human systems, decision-making, nation state, government										
Awareness of patriotic celebrations				T	T	R	R	M				
Physical, human, and cultural characteristics of world communities							T	R	R	M		
Symbols of citizenship				T	T	R	R	M				
Symbols of citizenship in world communities							I		T	M		
Rights, responsibilities, and roles of citizenship				I	M	E	R	R	R	R	R	R
Making and changing rules and laws				I	M	E	R	R	R			

Key:

- I** Skill is introduced but not benchmarked
- T** Skill receives considerable instruction (taught but not benchmarked)
- M** Concept is mastered and benchmarked. Note that a skill may be introduced and benchmarked in one year. In those cases, only an M appears
- R/E** Concept is reviewed or expanded

Content Understandings	Standard	Concepts/Themes	PK	K	1	2	3	4	5	6	7	8
People make rules which involve consideration of others and provide for the health and safety for all.			I	T	M	R						
People depend on and modify the <u>physical environment</u>					I	T	M	R				
Governments												
• Around the world							I	I	M	M	R	R
• American								I	M		M	R
• Purposes								I	M		M	R
• Local						I		M				
• State						I		M				
3. Economics	4	Places and regions, human system, environment, society, needs and wants, scarcity, economic systems, factors of production, interdependence										
People help one another meet needs and wants				I	T	M						
Economics decision making					I	M	R					
Economics decision making in world communities						I	M		R			
People use human, capital, and natural resources						T	M		R			
4. American History	1, 3	Change, movement, cultural diversity, place regions, government, needs, wants, civic values, environment and society, economic systems										

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Content Understandings	Standard	Concepts/Themes	PK	K	1	2	3	4	5	6	7	8
A. Prior to 1500												
History of social sciences											T	R
Geographic factors of culture						I		M			R	
Native Americans of New York State						I		M			R	
Iroquois and Algonquian civilizations						I		M			R	
Europe's conception of the world								I			M	
B. European colonization of the Americas												
Exploration and settlement						I		M			R	
Three worlds meet in Americas (Europe, Americas, Africa)						I		M			R	R
Colonial and revolutionary periods						I		M			R	
Geographic, economic, political factors						I		M	R		M	
Lifestyle						I		M	R		M	
C. Revolutionary War	1	Places and regions, human systems, change									M	
Causes						I		M			M	
Protest to separation								M			M	
The Revolutionary War in New York State								M			M	
Economic, political, and social changes								M			M	
Military aspects of the social changes								M			M	
Early attempts to govern								M			M	
D. The New Nation	1, 5	Technology						M			M	
The new nation						I		M			M	
Industrial growth and expansion						I		M	M		M	

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Content Understandings	Standard	Concepts/Themes	PK	K	1	2	3	4	5	6	7	8
Articles of Confederation											M	
New York State Constitution 1777												
United States Constitution								M			M	
E. Life in New Nation	1, 5							T	R		M	
Operation of government												T
Age Jackson						I		M	R		R	
Homespun												
F. Division and reunion	1										T	M
Causes												M
Civil War begins												M
Results of war												
G. Industrial Society	1, 4											M
Second half of 19 th century										M		M
Changes in social structure										M		M
Progressive movement										M		M
Reforms to system										M		M
H. United States as independent nation in an interdependent world	1, 2, 4											
Territorial expansion and empire building												T
Role in global politics												T
World War I												T
I. Between the Wars	1, 4											T
Roaring 20's												T
Great Depression												T
J. Worldwide Responsibilities	1, 2, 4, 5	Power, nationalism, imperialism										

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Content Understandings	Standard	Concepts/Themes	PK	K	1	2	3	4	5	6	7	8
World War II												T
Post World War II												T
World of turmoil												T
K. Changing nature of people, World War II-Present	1, 4, 5											
Age of prosperity												T
Post industrial society age of limits												T
Move to 21 st century												T
L. Citizenship in today's world	1, 5											
Citizenship in United States				I	T	E	R	R	M	R	M	R
Citizenship in state and local government					I	I	I	M	R	R	R	R
Comparative citizenship									T	M	R	R
5. Americas												
A. History	1	Culture, empathy, interdependence, change, identity										
Sharing of customs, traditions, beliefs, ideas, languages (cultural diversity)				I	I	T	E	R	R	M	R	
Perspective of history based on culture					I	T	R	R	R	M	R	R
Immigration						I		T	M		R	M
Connections with home country					I	I	I	T	M	R		
History				I	T	R	R	R	R	E	R	R
Historical figures and groups				I	T	R	R	R	R	R	R	R
Industrial growth and development								T	M		E	M
B. Geography	3	Places and regions, physical systems, human systems, environment and society										

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Maps, geographical representations, and technology				I	T	R	R	R	M	M	M	M
Changing political boundaries									M	R	R	
Geological							T	R	M	R		
Physical, cultural, political, economic features							T	R	M	R	R	
Characteristics of places							T	R	M	R	R	
Perceptions based on culture						I	T	R	M	R	R	
Complexity of cultures							T	R	M	R	R	
Modify physical environment through human actions						I	T	R	M	R	R	
C. Economies	4	Economic systems, needs and wants, factors of production, interdependence, technology										
Supply and demand						I	T	R	M		R	
Utilization of scarce capital, human resources, natural resources					I	T	R	R	M		R	
Availability of resources					I	T	R	R	M		R	
Sharing products and resources							T	R	M		R	
Economic decision making						I	T	R	M		R	
Science and technology influences standard of living						I		T	M		R	
Change of lifestyles due to exchange of products and people						I	T	R	M		R	
Decisions of one region impacting others							T	R	M	R	R	
D. Governments	5	Interdependence, citizenship and civic life, civic value, government										
Differing belief systems							I	T	M		R	
Basic civic values				I	T	R	R	T	M		R	R
Protection of individual rights				I	T	R	R	T	M		R	R

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Content Understandings	Standard	Concepts/Themes	PK	K	1	2	3	4	5	6	7	8
Rights of citizens in United States versus other countries						I	T	R	M		R	R
Roles of citizens in United States versus other countries						I	T	R	M		R	R
Responsibility of citizens to monitor authority						I	T	R	M		R	R
International organizations							T	R	M			M
6. Eastern Hemisphere	2	Change, identity, needs and wants, technology, culture, interdependence, empathy, nation state, economic systems, values, world in spatial terms										
A. History												
Measurement of time, years, decades, millennia				I	T	E	E	R	R	M	R	R
Key turning points and events chronologically						I	T	R	R	M	R	R
Different people/different perspectives						I	T	R	R	M	R	R
Neolithic revolution										M		
River civilizations; Mesopotamia, Indus, Egypt										M		
Positive/Negative impact of technological innovations										M		
Study of civilization through arts, sciences, key documents, and artifacts (DBQ)							I			M		
Impact of religions in uniting/dividing						I		T	R	M	R	R
Contributions to humankind										M	R	
Contributions of trade networks										M		

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Content Understandings	Standard	Concepts/Themes	PK	K	1	2	3	4	5	6	7	8
Contributions of individuals and groups										M		
Slavery								T		M	R	R
Internal/External factors contributing to decline of civilizations										M		
Middle age emergence of trade routes										M	R	
Renaissance and the arts										M		
Domination by Europe										M		
Colonial policies impacting people (potato famine)								I		M		R
Nationalism, urbanism, modernization, industrialization										M		
Impact of culture on tradition								I		M		R
20 th century events										M	R	R
Genocide										T		M
Computer revolution										T		
Fall of communism										T		
B. Economies—Eastern Hemisphere	2, 4	Human systems, environment and society, technology, economic systems, scarcity, wants and needs, interdependence										
Goods and services										M		
Resources										M		
Securing resources										M		
Population growth										M		
Standard of living										M		
Economies and economic systems										M		
Economic decision making										M		

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Content Understanding	Standard	Concepts/Themes	PK	K	1	2	3	4	5	6	7	8
Past practices (history)										M		
Consumer patterns										M		
Control, use, and means of production										M		
Mixed economies										M		
Formation of common economics policies										M		
Implications of decisions on all regions										M		
Leadership roles										M		
Market economies of former communist countries										M		
C. Governments	2, 5	Government, values, change, citizenship, civic life								M		
Maintenance of law and order										M		
Political order to meet society needs										M		
Evolving views regarding power and law										M		
Changing needs and wants of people										M		
Present systems have origins in past										M		
Values impact rights and needs										M		
Values embodied in constitutions, statutes and court cases										M		
Government structures maintain public order										M		
Political borders change over time										M		
Human rights issues										M		
International organizations										M		
Citizen rights defined by constitutions												

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VI. Course Overview

-Introduction to Seventh Grade Social Studies (Pre-Columbian to Pre-Civil War)

-15 Concepts and 9 Cultural Universals

-Geography

I. Global Heritage of the American People

-Culture and Iroquois Indians

-Indians of the Americas

II. European colonization and exploration

-Reasons for European colonization

-Exploration and settlement

-Colonization/colonial life

-Comparisons of English, French, and Spanish colonies

III. A Nation is Created

-Background/causes of the Revolutionary War

-Shift from protest to separation

-Revolutionary War and its results

IV. Experiments in Government

-Articles of Confederation

-New York State Constitution

-United States Constitution

V. Life in a New Nation

-First President and their administration up to Jackson

-Age of Jackson

-Pre-Industrialization

-Erie Canal

-Prior to the causes of the Civil War

VII. Instructional Outline

I. The Global Heritage of the American People

- A. Introduction to 15 Key Concepts: choice, change, citizenship, culture, diversity, empathy, environment, human rights, identity, interdependence, justice, political system, power, scarcity, technology.
- B. Nine Cultural Universals: space, time, roles, communication, kinship, explaining the unknown, enculturation, technology, and religion.
- C. Geography
 - 1. Different types of maps (physical, political, etc.)
 - 2. Geographic features (definitions)
 - 3. Longitude and Latitude
- D. Global Heritage
 - 1. Study of People (scientific method, definition, question)
 - 2. Culture (terms i.e., matrilineal, roles, subsistence agriculture, etc.) and (examples of the Social Sciences i.e., anthropology, sociology, psychology, political science, geography)
 - 3. Native Americans North and South America (Iroquois, Algonquin, and South American Indians)

II. European Exploration and Colonization

- A. Background, reasons for European exploration (three G's: gold, god, glory; technology, political power, trade, missionary work)
- B. Exploration (voyages/people) and settlements (English, French, Spanish) Where? When? Why?
- C. Life in the English colonies
- D. Comparisons of English, French, and Spanish colonies (governing, geography, native peoples, outcomes and elimination of France and Spain as major powers).

III.A Nation is Created

- A. Background/causes of the Revolutionary War
- B. Revolutionary War
- C. Shift from protest to separation
 - 1. First and Second Continental Congress
 - 2. Declaration of Independence
 - 3. New York State's role in independence
 - 4. Tories vs. Loyalists
- D. End results of the Revolutionary War, its results and treaties
- E. Post Revolutionary War period

IV. Experiments in Government

- A. Albany Plan of Union—Need for a formal plan of Union
 - 1. Albany Plan of Union
 - 2. State Constitutions
 - 3. Continental Congress inadequacies
 - 4. Development of formal plan of government
- B. Articles of Confederation
 - 1. Structure of government
 - 2. Weaknesses
 - 3. Strengths
- C. New York State Constitution of 1777
 - 1. Emergence of state constitutions
 - 2. New York State Constitution as a document
 - 3. Effectiveness and significance on New York State and the nation

- D. United States Constitution
 - 1. Annapolis Convention
 - 2. Constitutional Convention: major issues and compromises
 - 3. Virginia Plan, New Jersey Plan, Great Compromise
 - 4. Principles of the Constitution
 - a. Federalism
 - b. Separation of powers
 - c. Provisions of change
 - d. Protection of civil rights
 - 5. Constitution as a living document
 - 6. “unwritten constitution”
 - 7. Ratification process

V. Life in a New Nation

- A. New Government in Operation
 - 1. Washington and the 1790’s
 - 2. Establishing stability
 - 3. John Adams
 - 4. Thomas Jefferson
 - 5. Expanding the nation’s boundaries
 - 6. Challenges to stability
 - 7. War of 1812
 - 8. James Madison
 - 9. The Era of Good Feelings
 - 10. James Monroe and the Monroe Doctrine
- B. The Age of Jackson
 - 1. The age of the “common man”
 - 2. Jackson’s Native American policy reflected frontier attitudes
 - 3. Intensifying sectional differences
- C. Pre-Industrial Age 1790-1860’s
 - 1. Portrait of the United States, 1800
 - 2. Patterns of community organization, work, and family life in agrarian America
 - 3. Technological changes altered the way people dealt with one another
 - 4. The impact of early industrialization and technological changes on work and workers, the family, and community.
 - 5. Family roles, changed, affecting society in general
 - 6. Slavery and abolition
 - 7. Social changes
 - 8. An American culture begins to emerge

VIII. Course Benchmarks

IX. Units of Study

Unit One

The Global Heritage of the American People

A. Unit Benchmarks

At the end of this unit students will be able to;

1. Identify 15 concepts.
2. Definitions of cultural universals and examples.
3. Locate and label geographic features on various maps.
4. Recognize and apply the concepts of latitude and longitude.
5. Introduce and identify primary and secondary sources.
6. Research culture terms for use throughout the year.
7. Identify Native Americans from North and South America including culture and contributions.

B. Unit Assessment

1. Matching quiz of concepts
2. Write definitions and examples of cultural universals (create own examples of own cultural universals in different areas of the world)
3. Blank map with fill in the blanks.
4. Island project
5. Oral assessment of secondary and primary resources (identify sources from a table of examples)
6. Quiz
7. Labeling a map of areas of influence
8. Culminating assessment of Geography: create an island project (in packet).
9. Culminating assessment for Native Americans: Unit Test

C. Rubric

D. Activities

1. Teacher Constructed Activities:

Activity	Benchmark	Standard	Application Level
<p>a.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>b.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>c.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>d.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

Application Level:

1: Knowledge

2: Apply in Discipline

3: Apply Across Disciplines

4: Apply to Real World Predictable Situations

5: Apply to Real World Unpredictable Situations

2. Textbook with Teaching Strategies

Activity	Benchmark	Standard	Application Level
<p>a.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>b.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>c.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>d.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

Application Level:

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations

3. Computer Assisted Instruction

Activity	Benchmark	Standard	Application Level
<p>a.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>b.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>c.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>d.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

Application Level:

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

4. Cross Disciplinary

Activity	Benchmark	Standard	Application Level
<p>a.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>b.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>c.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>d.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

Application Level:

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations

5. Miscellaneous

Activity	Benchmark	Standard	Application Level
<p>a.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>b.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>c.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>d.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

Application Level:

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations

E. Vocabulary

15 Key Concepts: choice, change, citizenship, culture, diversity, empathy, environment, human rights, identity, interdependence, justice, political system, power, scarcity, technology

9 Cultural Universals: space, time, roles, communication, kinship, explaining the unknown, enculturation, technology, religion

Geography Terms: delta, strait, sea, archipelago, continental divide, isthmus, latitude, longitude, lake, valley, gulf, cape, canal, volcano, prairie, peninsula, weather, climate, plateau, river, plain, mountain, hill, continent, ocean, island, tributary

Cultural Terms: culture, environment, language, technology, anthropology, economy, division of labor, barter, values, religion, history, sociology, psychology, geography, archaeology, political science, artifacts, matrilineal, patrilineal, tribe, clan, role, cultural variation, traits, social organization, subsistence level, nuclear family, extended family, habitat, climate, rearing, monogamy, polygamy, family, imitation, talking, tradition, slash and burn, hunting and gathering, communication, evolution, manners, games, Stone Age, money, life cycle, writing, government, enculturation, consumer goods, variations.

Native Americans: Iroquois, Algonquin, Maya, Inca, Aztec

F. References and Resources

Textbook

Blank/outline maps

Dictionary

World, United States maps and globes

Videos

Television programs

ELA materials

Unit Two

European Exploration and Colonization

A. Unit Benchmarks

At the end of this unit students will be able to;

1. Identify the 3 G's and explain how they contributed to European exploration.
2. Cause and effect of European exploration on the major colonial powers.
3. The where, why and how of colonial settlements.
4. Investigate and analyze the roles, contributions, and values of individuals, and groups in relation to the civil rights, social, political, cultural, economic, and religious practices in colonial America.

B. Unit Assessment

1. Q and A, charts, possible Document Based Questions
2. Blank map of European colonization and exploration to be filled in by students.
3. Supplemental readings for values, biographies (student to read, pull out important information, and compose an essay response)
4. Study colonial life through historical fiction during an interdisciplinary English/Social Studies Unit.
5. Use primary sources such as letters, diaries, inventories, newspapers, and documents.
6. Write journal entries from the colonial American perspective detailing life, values, politics, economics, and social aspects.

C. Rubric

D. Activities

1. Teacher Constructed Activities:

Activity	Benchmark	Standard	Application Level
<p>a.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>b.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>c.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>d.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

Application Level:

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

2. Textbook with Teaching Strategies

Activity	Benchmark	Standard	Application Level
<p>a.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>b.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>c.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>d.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

Application Level:

1: Knowledge

2: Apply in Discipline

3: Apply Across Disciplines

4: Apply to Real World Predictable Situations

5: Apply to Real World Unpredictable Situations

3. Computer Assisted Instruction

Activity	Benchmark	Standard	Application Level
<p>a.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>b.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>c.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>d.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

Application Level:

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

4. Cross Disciplinary

Activity	Benchmark	Standard	Application Level
<p>a.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>b.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>c.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>d.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

Application Level:

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations

5. Miscellaneous

Activity	Benchmark	Standard	Application Level
<p>a.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>b.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>c.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>d.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

Application Level:

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations

E. Vocabulary

Renaissance
Middle Ages
Feudalism
manor
serf
magnetic compass
astrolabe
crusades
cavel
colony
conquistadors
pueblo
presidio
peninsulare
creole
mestizo
encomienda
plantation
mission
Northwest Passage
Coureur de bois
Protestant Reformation
charter
burgess
representative government
House of Burgesses
Magna Carta
Pilgrims
Mayflower
Mayflower Compact
Thanksgiving
New France
New Netherland
New Spain
Puritans
Fundamental Orders of Connecticut
patroon
proprietary colony
cash crop
back country
Quakers
Bread Basket Colonies
Great Wagon Road
slave code
racism
Mason-Dixon Line
Act of Toleration
tide water
Middle Passage
mercantilism
import
export
triangular trade
Parliament
English Bill of Rights
Yankees
decade
gentry
indentured servant
public school apprentice
Great Awakening
Enlightenment
Richard's Almanac
Navigation Acts

F. References and Resources

Textbook
Blank/outline maps
Dictionary
World, United States maps, globe
Videos
Television programs
ELA materials
Library for historical fiction books
Supplemental reading materials (i.e., Cobblestone, etc.)
Primary Sources (letters, diaries, inventories, newspapers, and documents)

Unit Three

A Nation is Created

A. Unit Benchmarks

At the end of this unit students will be able to;

1. Background: Understand the background of the events leading to the American Revolution.
 - a. Economic: British war debt from the French and Indian War and the beginning of taxation of the colonies.
 - b. Political: The rise of colonial leaders
 - c. Social: Colonial relationships with European nations and Native peoples
2. Examine the role of New York State in the Revolutionary War (ex. Key battles)
3. Analyze the role and impact taxes played on igniting the American Revolution.
4. Interpret the cause and effect relationship between British action and colonial reaction.
5. Judge the significance of the shot heard 'round the world.
6. Formation of the Declaration of Independence and the impact of the Declaration of Independence on the 13 colonies.
7. Recognize the role of Loyalists and Tories in relation to the American Revolution.
8. Summarize the end of the war and the formation of the peace treaty.
9. Discuss post Revolutionary War America
 - a. Economic: rekindle trade with European nations
 - b. Political: Reevaluate Articles of Confederation
 - c. Social: Establish unity as a single nation, not just as 13 individual states.
10. The American Revolution's influence on future events throughout the world (French Revolution and the end of Spanish Domination of South America)

B. Unit Assessment

1. Timeline of the events leading up to and including the Revolutionary War.
2. Compose constructed responses to political cartoons of King George III.
3. Research important colonial and revolutionary leaders and their impact/roles. Present their results orally in front of the class.
4. Debate British actions versus colonial reactions.
5. Students, either written or verbally, give their own explanations of the phrase "shot heard 'round the world"
6. Rewrite the Declaration of Independence in modern language.
7. Chart the end of the war and post revolutionary America (economic, political, social, and future world influences)

C. Rubric

D. Activities

1. Teacher Constructed Activities:

Activity	Benchmark	Standard	Application Level
<p>a.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>b.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>c.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>d.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

Application Level:

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

2. Textbook with Teaching Strategies

Activity	Benchmark	Standard	Application Level
<p>a.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>b.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>c.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>d.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

Application Level:

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

3. Computer Assisted Instruction

Activity	Benchmark	Standard	Application Level
<p>a.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>b.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>c.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>d.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

Application Level:

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations

4. Cross Disciplinary

Activity	Benchmark	Standard	Application Level
<p>a.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>b.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>c.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>d.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

Application Level:

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations

5. Miscellaneous

Activity	Benchmark	Standard	Application Level
<p>a.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>b.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>c.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>d.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

Application Level:

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations

E. Vocabulary

allies
Ohio Valley
Joseph Brant
Algonquins
Hurons
Iroquois
French and Indian War
Major Washington
Fort Necessity
Albany Congress
Albany Plan of Union
General Braddock
William Pitt
Louisbourg
New France
Quebec
Plains of Abraham
General Wolfe
General Montcalm
Treaty of Paris 1763
boycott
repeal
Writs of Assistance
Nonimportation Agreement
Committee of Correspondence
Pontiac's War
Proclamation of 1763
Stamp Act
Townshend Acts
Sons and Daughters of Liberty
Quartering Act
Boston Massacre
militia
minutemen
Tea Act
Samuel Adams
Boston Tea Party
Intolerable Acts
First Continental Congress
Second Continental Congress
Lexington and Concord
General Gage and Redcoats
Shot heard 'round the world

F. References and Resources

Textbook
Blank/outline maps
Dictionary
World and United States maps and globes
Videos
Television programs
ELA materials
Political cartoons
Copies of documents (Declaration of Independence, Albany Plan of Union, etc.)

Unit Four

Experiments in Government

A. Unit Benchmarks

At the end of this unit students will be able to;

1. Explain the need for a formal plan of government.
2. To understand the earliest formal structure of the United States government as expressed in the Articles of Confederation.
3. Discuss the strengths and weaknesses of the new government under the Articles of Confederation.
4. To compare and contrast the development and evolution of the United States and New York State constitutions.
5. Explain the significance of the New York State Constitution on the formation of the United States Constitution.
6. Discuss the major issues and compromises which led into the formation of the United States Constitution (the Virginia Plan, New Jersey Plan, the Great Compromise, Sherman, Madison).
7. State and describe the principles and goals of the United States Constitution.
8. To identify the rationale for what makes the Constitution a living document and give examples of other living documents.
9. Recreate the steps taken to ratify the Constitution and its amendments.

B. Unit Assessment

1. Make a Venn Diagram to show the powers of the national government and the powers of the state governments under the Articles of Confederation (Federalism).
2. Chart the weaknesses and strengths of the Articles of Confederation and then debate the pros and cons of the Articles of Confederation.
3. Make a three-way Venn Diagram to compare the Articles of Confederation, the New York State Constitution, and the United States Constitution.
4. Recreate a Venn Diagram explaining the steps taken at the Constitutional Convention which led to the formation of the Great Compromise as the foundation of the United States Constitution.
5. Rewrite the Bill of Rights in your own words and illustrate one or several of the first ten amendments.
6. Propose new amendments and use current amendments to recreate a debate over ratification of the actual Constitution as a document or debate over the amendment process, thereby making it a living document.

C. Rubric

D. Activities

1. Teacher Constructed Activities:

Activity	Benchmark	Standard	Application Level
<p>a.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>b.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>c.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>d.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

Application Level:

1: Knowledge

2: Apply in Discipline

3: Apply Across Disciplines

4: Apply to Real World Predictable Situations

5: Apply to Real World Unpredictable Situations

2. Textbook with Teaching Strategies

Activity	Benchmark	Standard	Application Level
<p>a.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>b.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>c.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>d.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

Application Level:

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

3. Computer Assisted Instruction

Activity	Benchmark	Standard	Application Level
<p>a.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>b.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>c.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>d.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

Application Level:

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations

4. Cross Disciplinary

Activity	Benchmark	Standard	Application Level
<p>a.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>b.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>c.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>d.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

Application Level:

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

5. Miscellaneous

Activity	Benchmark	Standard	Application Level
<p>a.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>b.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>c.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>d.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

Application Level:

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

E. Vocabulary

Albany Plan of Union
State versus Nation
bicameral legislature
limited franchise
Articles of Confederation (strengths and weaknesses)
New York State Constitution as a foundation of the United States Constitution
Constitutional Convention (setting and composition; goals, principles; major issues)
Compromises (Virginia Plan, New Jersey Plan, Great Compromise, 3/5 Compromise)
structure of government (three branches)
Constitution (state and United States, ideas that shaped the United States Constitution)
Electoral College, direct versus indirect
Federalism
separation of powers
checks and balances (bills, veto, overriding, impeach)
respect for contracts and property
Federalists (Hamilton)
Anti-Federalists (Clinton)
Federalist Papers
Bill of Rights
amendments
due process
limits of power
representation
electoral procedures
rights
ratification process
Elastic Clause
Leadership of Washington, Franklin, Hamilton, Madison

F. References and Resources

Venn Diagram
Graphic organizers
Copy of the following documents: Articles of Confederation, Albany Plan of Union, United States Constitution, New York State Constitution, Declaration of Independence
Social Studies Resource Guide for Core Curriculum
New York State Standards
Textbook, The American Nation, 1995
Memorial Art Gallery Teacher Resource Center (lesson plans available for all areas with overheads and slides, etc.)

Unit Five

Life in a New Nation

A. Unit Benchmarks

At the end of this unit students will be able to;

The New Government in Operation

1. Identify and explain key people and events and vocabulary.
2. Describe Hamilton's Economic Plan
3. Assess the role of the Whiskey Rebellion in establishing stability for the new nation.
4. Summarize the reasons for establishing neutrality by listing the influences of the French Revolution, Jay and Pinckney Treaties.
5. To understand how political parties emerged as a response to local, state, and national concerns.
6. Review the Election of 1800 and summarize key facts.
7. Derive the expansion of the United States through analyzing and recreating the Louisiana Purchase, Pinckney Treaty with Spain, War of 1812, Monroe Doctrine, the Purchase of Florida, and Native American concessions.
8. Explain the process of Judicial Review through *Marbury v. Madison*.

B. Unit Assessment

1. Quiz (multiple choice, matching, etc.)
2. Written response asking to describe Hamilton's economic plan on a sheet of loose leaf paper.
3. Create a T-chart listing the pros and cons of the Whiskey Rebellion and form an opinion about the role it played in helping to establish stability for the newly formed government.
4. Design a chart about neutrality and explain the effects of the French Revolution, Jay's Treaty, and the Pinckney Treaty on stability of the United States government.
5. Venn Diagram comparing state, local, and national responses to political parties.
6. Debate the relevance of the Election of 1800. Form into political parties along with the House of Representatives and form a mock election of 1800. Compare the Election of 1800 with the Election of 2000.
7. Students will write a research paper on one of the following topics: Louisiana Purchase, Pinckney Treaty with Spain, War of 1812, Monroe Doctrine, the Purchase of Florida and Native American concessions. Once the report is written, the students will prepare an oral presentation or a PowerPoint presentation to report back to the class what they have learned.
8. Write an editorial response to the Supreme Court case *Marbury v. Madison* in which the student states what they case was about, the court's decision, along with the student's response about the significance of Judicial Review in American history.

C. Rubric

D. Activities

1. Teacher Constructed Activities:

Activity	Benchmark	Standard	Application Level
<p>a.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>b.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>c.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>d.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

Application Level:

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

2. Textbook with Teaching Strategies

Activity	Benchmark	Standard	Application Level
<p>a.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>b.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>c.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>d.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

Application Level:

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations

3. Computer Assisted Instruction

Activity	Benchmark	Standard	Application Level
<p>a.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>b.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>c.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>d.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

Application Level:

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

4. Cross Disciplinary

Activity	Benchmark	Standard	Application Level
<p>a.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>b.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>c.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>d.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

Application Level:

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations

5. Miscellaneous

Activity	Benchmark	Standard	Application Level
<p>a.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>b.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>c.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>d.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

Application Level:

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations

E. Vocabulary

The New Government in Operation

Washington as President: precedents (scarcity)

Establishing stability: Hamilton's Economic Plan (interdependence), the Whiskey Rebellion, preserving neutrality (the French Revolution, Citizen Genet, Jay and Pinckney Treaties), political parties, Election of 1800, Judicial Review (Marbury v. Madison, 1803)

Expanding the Nation's Boundaries: Pinckney Treaty with Spain (Interdependence), Louisiana Purchase (1803, Places and Regions), War of 1812 (guaranteeing boundaries), Monroe Doctrine (sphere of influence), Purchase of Florida (from Spain), Native American Indian concessions and treaties

Challenges to Stability (change): French and English trade barriers and the Embargo Act, War of 1812 (second war for independence)

The Era of Good Feelings (Economic Systems): Clay's American System (government), internal expansion (new roads, canals, railroads, Erie Canal), protective tariffs, national assertions (Marshall's decision, Gibbons v. Ogden, 1824), extension of slavery by the Missouri Compromise, threats to Latin America (the Monroe Doctrine-quick, frequent, violent rebellions), disputed election of 1824

F. Key Events/People

New Government in Operation

Hamilton's Economic Plan

Whiskey Rebellion

Neutrality

French Revolution

Jay and Pinckney Treaties

Political Parties

Election of 1800

Louisiana Purchase

Marbury v. Madison (Judicial Review)

Embargo

War of 1812

Era of Good Feelings

Monroe Doctrine

The Age of Jackson

Missouri Compromise

Jackson's Native American Policy

Indian Removal Act

Trail of Tears (Cherokee)

Spoils system

New Political parties

George Washington

John Jay

Alexander Hamilton

Citizen Genet

John Adams

Thomas Jefferson

Aaron Burr

James Madison

James Monroe

John Marshall

War Hawks (Clay, Calhoun)

Henry Clay

Impressment

Sectional Differences

Protective Tariff

Nullification

Clay's Compromise

Andrew Jackson

G. References and Resources

X. Course Assessment

XI. Curriculum Review Process