

MCAS Alternate Assessment

**Resource Guide to the
Massachusetts Curriculum Frameworks
for Students with Disabilities**

HISTORY and SOCIAL SCIENCE

Fall 2006

History and Social Science

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Each History and Social Science learning standard is annotated with the subdomain(s) it addresses.

- (H) – History and Geography
- (G) – Geography
- (C) – Civics and Government
- (E) – Economics

A list is provided of related themes at each grade level from the *History and Social Science Curriculum Framework* to assist in designing appropriate instruction.

CONTENT History and Social Science
TOPIC Living, Learning, and Working Together
THEMES

- The evolution of the concepts of personal freedom, individual responsibilities, and respect for human dignity
- The influence of economic, political, religions, and cultural ideas on human societies
- The effects of geography
- The growth and spread of free markets and industrial economies

Pre-Kindergarten to Kindergarten

Learning Standard as Written	Essence of Standard
<p>PreK-K.1 Identify and describe the events or people celebrated during United States national holidays and why we celebrate them. (H)</p> <p>A. Columbus Day B. Independence Day C. Martin Luther King, Jr. Day D. Presidents' Day E. Thanksgiving</p>	<p>◆ Identify national holidays</p>
<p>PreK-K.2 Put events in their own and their families' lives in temporal order. (H)</p>	<p>◆ Place individual and family events in chronological order</p>
<p>PreK-K.3 Identify the student's street address, city or town, and Massachusetts as the state and the United States as the country in which he or she lives. Identify the name of the student's school and the city or town in which it is located. (G)</p>	<p>◆ Identify geography in daily life; place where I live and go to school</p>
<p>PreK-K.4 Describe the location and features of places in the immediate neighborhood of the student's home or school. (G)</p>	<p>◆ Identify and locate physical geography (i.e., location and features) of the neighborhood</p>
<p>PreK-K.5 Retell stories that illustrate honesty, courage, friendship, respect, responsibility, and the wise or judicious exercise of authority, and explain how the characters in the stories show these qualities. (C)</p>	<p>◆ List character traits of admirable people</p>
<p>PreK-K.6 Identify and describe family or community members who promote the welfare and safety of children and adults. (C)</p>	<p>◆ Identify important community workers (e.g., firefighters, teachers, police) and how they provide care and safety for members of the community</p>
<p>PreK-K.7 Demonstrate understanding that there are important American symbols by identifying</p> <p>A. the American flag and its colors and shapes B. the melody of the national anthem C. the picture and name of the current president D. the words of the Pledge of Allegiance. (C)</p>	<p>◆ Identify national symbols and their significance</p> <ul style="list-style-type: none"> • American flag • National anthem • current president • Pledge of Allegiance

PreK-K.8	Give examples of different kinds of jobs that people do, including the work they do at home. (E)	◆ Identify different kinds of jobs
PreK-K.9	Explain why people work (e.g., to earn money in order to buy things they want). (E)	◆ Explain why people work
PreK-K.10	Give examples of the things that people buy with the money they earn. (E)	◆ Describe what people buy (consumption) ◆ Identify necessities and conveniences

Possible ENTRY POINTS to Learning Standard(s) (and ACCESS SKILLS embedded in standards-based activities)

Less Complex

More Complex



ACCESS SKILLS The student will:	ENTRY POINTS The student will:	The student will:	The student will:
<ul style="list-style-type: none"> ◆ Use pictures of family members to match picture to picture ◆ Respond to text being read aloud (i.e., remain alert, request more) ◆ Orient to books/orient book right side up ◆ Turn pages in a book ◆ Activate an electronic device to access text, communicate with others, or participate in an instructional activity ◆ Turn attention toward another person ◆ Grasp, manipulate, and release objects ◆ Organize instructional materials ◆ Take turns appropriately during classroom discussion ◆ Respond to/initiate contacts with others ◆ Apply rules for appropriate classroom behavior ◆ Use appropriate social greetings ◆ Follow simple directions ◆ Identify self and/or others ◆ Initiate or respond to request for joint attention 	<ul style="list-style-type: none"> ◆ Name family members and their relationships to the student (e.g., father, mother, sister) ◆ Tell who is oldest and youngest ◆ Identify the city/town where he or she lives ◆ Identify the state where he or she lives ◆ Identify the state where his or her family lives ◆ Recognize the American flag ◆ Recognize one national holiday ◆ Relate a shopping experience ◆ Sequence events in his or her life to show understanding of time 	<ul style="list-style-type: none"> ◆ Name family members, their relationships to the student, and birth order ◆ Identify his or her own birthday: month, day, and year ◆ State his or her full address ◆ Explain what his or her parents/guardians do for a living ◆ Recognize the American flag ◆ Recognize important national holidays ◆ Identify important community workers (e.g., teachers, police, firefighters) ◆ Explain why people use money 	<ul style="list-style-type: none"> ◆ Name family members, their relationships to the student, and birth order ◆ Identify his or her own birthday: month, day, and year ◆ Tell his or her full address and describe their neighborhood (e.g., buildings, houses, parks, streets, stores) ◆ Identify important national symbols and explain their significance ◆ Identify important national holidays and explain their significance ◆ Identify important community workers (e.g., teachers, police, firefighters) and explain why they are important ◆ Describe different types of jobs that people do ◆ Explain why people need to earn money ◆ Identify ways that people use the money they earn <p style="text-align: right;"><i>Continue to address skills and concepts that approach grade level expectations in this strand</i></p>

Instructional Idea based on Learning Standards PreK-K.8

At the pre kindergarten-kindergarten level, through field trips and classroom visitors, students will have the opportunity to see and hear about different careers. Students have access to different types of dress up clothing and materials to role-play different professions. Students participate in activities to demonstrate knowledge of the different jobs they have acted out.

How all students can participate in this activity

Addressing Learning Standard(s) as written for this grade level	Possible Assessment Strategies and Portfolio Products
<p>Phoebe participates in the Career Learning Center. She dresses up as a teacher and plays “school” with her classmates. She plays a card game with peers matching pictures of jobs to the people who do the jobs. Phoebe creates a journal entry after each field trip or classroom visitor and draws a picture about her experience. She then brings the journal to an adult and tells about her picture. She tells the adult the sentence she wants to write under the picture. The adult writes the sentence and Phoebe copies the words.</p>	<ul style="list-style-type: none"> • Data chart showing Phoebe’s ability to match people to jobs • Work sample created by matching people to jobs • Work sample of journal entries created after field trips and visitors
Addressing Learning Standard(s) at lower levels of complexity (Entry Points)	Possible Assessment Strategies and Portfolio Products
<p>Kevin participates in the Career Learning Center with an assigned peer. He dresses up as a mail carrier and plays “Post Office” with his classmates. He plays a card game with peers matching pictures of jobs to the people who do the jobs. Kevin also creates a journal entry after each field trip or classroom visitor and draws a picture about his experience. He then brings the journal to an adult and tells about his picture.</p>	<ul style="list-style-type: none"> • Data chart showing Kevin’s ability to match people to jobs • Work sample created by matching people to jobs • Work sample of journal entries created after field trips and visitors
Addressing Access Skills embedded in academic instruction	Possible Assessment Strategies and Portfolio Products
<p>Ricky participates in the Career Learning Center with an assigned peer. He dresses up as a firefighter with help from the peer and the peer pushes Ricky’s wheelchair pretending to put out fires. Ricky chooses his favorite picture of a person in a job uniform. The picture is glued in his journal. He then grasps a crayon and makes marks on the page with the picture.</p>	<ul style="list-style-type: none"> • Data chart showing Ricky’s ability to grasp objects • Video showing Ricky grasping a crayon to complete journal • Work sample created by Ricky grasping paintbrush to paint picture of a fire truck

CONTENT History and Social Science
TOPIC True Stories and Folk Tales from America
and from Around the World

Learning Standards for: United States Leaders, Symbols, Events, and Holidays
Individuals, Families, and Communities Now and Long Ago

THEMES

- The evolution of the concepts of personal freedom, individual responsibilities, and respect for human dignity
- The influence of economic, political, religions, and cultural ideas on human societies
- The effects of geography
- The growth and spread of free markets and industrial economies

Grade 1

United States Leaders, Symbols, Events, and Holidays

Learning Standard as Written	Essence of Standard	
<p>1.1</p>	<p>On a map of the United States, locate Washington, D.C., and identify it as the capital of the United States of America; locate Boston and identify it as the capital of Massachusetts. (G)</p>	<p>◆ Locate important U.S. cities</p>
<p>1.2</p>	<p>Identify the current President of the United States, describe what presidents do, and explain that they get their authority from a vote by the people. (H, C)</p>	<p>◆ Identify U.S. President: his name, role, and how he became president ◆ Explain presidents do ◆ Explain how a president is elected</p>
<p>1.3</p>	<p>Identify and explain the meaning of American national symbols. (H, C) A. the American flag B. the bald eagle C. the White House D. the Statue of Liberty</p>	<p>◆ Identify and explain the meaning of important national symbols</p>
<p>1.4</p>	<p>Demonstrate the ability to recite the Pledge of Allegiance, to explain its general meaning, and to sing national songs such as <i>America the Beautiful</i>, <i>My Country, 'tis of Thee</i>, <i>God Bless America</i>, and <i>The Star Spangled Banner</i> and explain the general meaning of the lyrics. (H, C)</p>	<p>◆ Recite the Pledge of Allegiance and sing patriotic songs</p>
<p>1.5</p>	<p>Give reasons for celebrating the events or people commemorated in national and Massachusetts holidays. On a calendar for the current year, identify the months for Labor Day, Columbus Day, Veterans' Day, Thanksgiving, Martin Luther King, Jr. Day, Presidents' Day, Patriots' Day, Memorial Day, Flag Day, and Independence Day. (H, C, G)</p>	<p>◆ Identify and explain state and national holidays</p>
<p>1.6</p>	<p>Give reasons for noting the days that mark the changes in seasons. (G)</p>	<p>◆ Use a calendar to describe seasonal changes and chronology</p>

Individuals, Families, and Communities Now and Long Ago

1.7	<p>After reading or listening to folktales, legends, and stories from America (e.g., Johnny Appleseed, Paul Bunyan, Davy Crockett, John Henry, and Annie Oakley) and from around the world (e.g., Anansi, Issun Boshi, the Knee-High Man, Lon Po Po, and Medioa Pollito), describe the main characters and their qualities. (H)</p>	<ul style="list-style-type: none"> ◆ Identify well-known American and international folktales, legends, and stories
1.8	<p>After reading or listening to stories about famous Americans of different ethnic groups, faiths, and historical periods (e.g., Neil Armstrong, Cesar Chavez, Roberto Clemente, Thomas Edison, Bill Gates, Daniel Inouye, Thurgood Marshall, Rosa Parks, Colin Powell, Sacagawea, Jonas Salk, Harriett Beecher Stowe, Clarence Thomas, Booker T. Washington, and the Wright Brothers) describe their qualities or distinctive traits. (H, C)</p> <p><i>Teachers are free to choose whatever biographies they wish.</i></p>	<ul style="list-style-type: none"> ◆ Describe accomplishments and traits of famous Americans
1.9	<p>Explain that Americans have a variety of different religious, community, and family celebrations and customs, and describe celebrations or customs held by members of the class and their families. (H)</p>	<ul style="list-style-type: none"> ◆ Recognize and describe cultural diversity in the United States

Possible ENTRY POINTS to Learning Standard(s) (and ACCESS SKILLS embedded in standards-based activities)

Less Complex

More Complex

ACCESS SKILLS The student will:	ENTRY POINTS The student will:	The student will:	The student will:
<ul style="list-style-type: none"> ◆ Use a picture to find a familiar location ◆ Use national symbols, match picture to picture ◆ Sequence events to show understanding of time ◆ Respond to text being read aloud (i.e., remain alert, request more) ◆ Choose appropriate text to read or to have read aloud ◆ Orient to books/orient book right side up ◆ Turn pages in a book ◆ Activate an electronic device to access text, communicate with others, or participate in an instructional activity ◆ Turn attention toward another person ◆ Grasp, manipulate, and release objects ◆ Organize instructional materials ◆ Take turns appropriately during classroom discussion ◆ Respond to/initiate contacts with others ◆ Apply rules for appropriate classroom behavior ◆ Use appropriate social greetings ◆ Follow simple directions ◆ Identify self and/or others ◆ Initiate or respond to request for joint attention 	<ul style="list-style-type: none"> ◆ Identify a map of the United States ◆ Identify different features and places found on Earth (e.g., land, countries, oceans, mountains) ◆ Identify a famous American ◆ Identify the current season ◆ Identify the date (month, day) ◆ Identify a national holiday ◆ Identify and use a simple map 	<ul style="list-style-type: none"> ◆ Recognize a map of the United States ◆ Locate Boston and Massachusetts on a map of the United States ◆ Locate important cities on a map of the United States; select one or two and tell why they are important ◆ Recognize and sing songs about America ◆ Recognize and recite the Pledge of Allegiance ◆ Recognize national holidays; choose one and explain why it is celebrated ◆ Identify current U.S. president and one fact about the president ◆ Identify current season and state the characteristics of the season 	<ul style="list-style-type: none"> ◆ Give examples of what globes and maps show about the United States ◆ Identify a map of the United States and locate Massachusetts, Boston, and Washington, D.C., and tell why they are important ◆ Identify national symbols and songs and explain their significance ◆ Sing national songs and recite the Pledge of Allegiance ◆ Identify and explain the significance of an American folktale, legend, or story ◆ Describe customs and traditions from different nations that have become a part of American culture ◆ Identify a famous American and explain what he/she accomplished to gain fame ◆ Identify current U.S. president and two or three related facts ◆ Identify the four seasons and when they occur, relating characteristics of each season

Continue to address skills and concepts that approach grade level expectations in this strand

Instructional Idea based on Learning Standard 1.7

At grade 1, students listen to and read various folktales, legends, and stories from America and describing the events and characters in these stories.

How all students can participate in this activity

Addressing Learning Standard(s) as written for this grade level	Possible Assessment Strategies and Portfolio Products
Luther reads the story of Johnny Appleseed during his reading group. He is then asked to draw a picture of Johnny Appleseed and write three sentences describing the character.	<ul style="list-style-type: none"> • Data chart showing Luther's ability to give details about characters from stories • Luther's picture and description of Johnny Appleseed • Work sample created by matching characters from folktales to their jobs
Addressing Learning Standard(s) at lower levels of complexity (Entry Points)	Possible Assessment Strategies and Portfolio Products
Curtis listens to the story of Johnny Appleseed during small group reading instruction. Curtis is shown a picture of Johnny Appleseed and must use three words to describe him.	<ul style="list-style-type: none"> • Data chart showing Curtis's ability to describe characters • Curtis's description of Johnny Appleseed • Work sample matching pictures of word symbols describing Johnny Appleseed to a picture of Johnny Appleseed
Addressing Access Skills embedded in academic instruction	Possible Assessment Strategies and Portfolio Products
Charlie looks at pictures of characters from different American folktales that are read aloud in class. He is asked to identify the emotion of the character in the picture by pointing to the appropriate picture symbol of the emotion.	<ul style="list-style-type: none"> • Data chart showing Charlie's ability to identify emotions • Work sample created by matching symbols of emotions to pictures • Work sample created by a scribe writing Charlie's responses to the emotion shown in a picture from folktale story

CONTENT History and Social Science
TOPIC E Pluribus Unum: From Many, One
THEMES

- The influence of economic, political, religions, and cultural ideas on human societies
- The effects of geography
- The growth and spread of free markets and industrial economies

Grade 2

Learning Standard as Written		Essence of Standard
2.1	On a map of the world, locate all of the continents: North America, South America, Europe, Asia, Africa, Australia, and Antarctica. (G)	◆ Locate Earth's continents
2.2	Locate the current boundaries of the United States, Canada, and Mexico. (G)	◆ Locate boundaries of North America
2.3	Locate the oceans of the world: the Arctic, Atlantic, Indian, Pacific, and Southern Oceans. (G)	◆ Locate Earth's major oceans
2.4	Locate five major rivers in the world: the Mississippi, Amazon, Volga, Yangtze, and Nile. (G)	◆ Locate five of Earth's longest rivers
2.5	Locate major mountains or mountain ranges in the world such as the Andes, Alps, Himalayas, Mt. Everest, Mt. McKinley, and the Rocky Mountains. (G)	◆ Locate the Earth's highest mountains and longest mountain ranges
2.6	Explain the difference between a continent and a country and give examples of each. (G)	◆ Identify continents and a countries
2.7	On a map of the world, locate the continent, regions, or and then the countries from which students, their parents, guardians, grandparents, or other relatives or ancestors came. With the help of family members and the school librarian, describe traditional food, customs, sports and games, and music of the place they came from. (G, C)	◆ Locate countries from which students families and grandparents came
2.8	With the help of the school librarian, give examples of traditions or customs from other countries that can be found in America today. (G, C)	◆ Identify customs or traditions within the United States
2.9	With the help of the school librarian, identify and describe well-known sites, events, or landmarks in at least three different countries from which students' families come and explain why they are important. (H, G, C)	◆ Identify significant historical events or cultural features of students' families' countries of origins
2.10	After reading or listening to a variety of true stories about individuals recognized for their achievements, describe and compare different ways people have achieved great distinction (e.g. scientific, professional, political, religious, commercial, military, athletic, or artistic). (H)	◆ Describe important achievements of individuals in various fields

Possible ENTRY POINTS to Learning Standard(s) (and ACCESS SKILLS embedded in standards-based activities)

Less Complex

More Complex

ACCESS SKILLS	ENTRY POINTS				
The student will:	The student will:	The student will:	The student will:		
<ul style="list-style-type: none"> ◆ Use picture to find a familiar location ◆ Respond to text being read aloud (i.e., remain alert, request more) ◆ Choose appropriate text to read or to have read aloud ◆ Orient to books/orient book right side up ◆ Turn pages in a book ◆ Activate an electronic device to access text, communicate with others, or participate in an instructional activity ◆ Turn attention toward another person ◆ Grasp, manipulate, and release objects ◆ Organize instructional materials ◆ Take turns appropriately during classroom discussion ◆ Respond to/initiate contacts with others ◆ Apply rules for appropriate classroom behavior ◆ Use appropriate social greetings ◆ Follow simple directions ◆ Identify self and/or others ◆ Initiate or respond to request for joint attention 	<ul style="list-style-type: none"> ◆ Identify a globe of Earth ◆ Identify maps that show different places and features of Earth ◆ Identify land and oceans shown on a map and globe ◆ Identify North America on a map and globe ◆ Identify Canada, the United States, and Mexico on a map and globe ◆ Identify country(ies) of family's national origin ◆ Identify geographic features that might be found on a map 	<ul style="list-style-type: none"> ◆ Identify globes and maps of Earth ◆ Identify land and oceans shown on a globe and map ◆ Identify Earth's continents ◆ Identify physical features of Earth's continents shown on a globe and map ◆ Locate Canada, the United States, and Mexico on a globe and map ◆ Compare the size of Canada, the United States, and Mexico on a globe and map ◆ Recognize how a globe and map show rivers, and locate Earth's major rivers on each ◆ Identify country(ies) of family's national origin ◆ Identify one feature of family's country(ies) of origin 	<ul style="list-style-type: none"> ◆ Identify Earth's continents on a globe and map ◆ Identify Earth's oceans on a globe and map ◆ Recognize Canada, the United States, and Mexico on a globe and map ◆ Identify Earth's major mountains, mountain ranges, and rivers with special attention to those located in North America ◆ Explain the difference between a continent and a country ◆ Identify examples of countries located on different continents ◆ Identify the continent(s)/country(ies) of the student's family's origin(s) ◆ Study a person who achieved fame and describe his or her accomplishments 	<p><i>Continue to address skills and concepts in this subject that approach grade-level expectations</i></p>	

Instructional Idea based on Learning Standard 2.1

At grade 2, students learn and use map skills to identify the seven continents. Students first learn the names of the continents through a song and then learn to identify the continents on a map of the world, and by putting together a puzzle of the seven continents

How all students can participate in this activity

Addressing Learning Standard(s) as written for this grade level	Possible Assessment Strategies and Portfolio Products
Marcie participates in a class activity during which the students look at a large globe. The teacher says the names of the continents and shows the students which continent they live on. Marcie learns a song that names the seven continents. Students play a game passing the globe. When they catch the globe they state the name of a continent touched by one of their hands.	<ul style="list-style-type: none"> • Data chart showing Marcie's ability to identify the seven continents • Audiotape of Marcie singing the seven continents song correctly • Work sample created by labeling the seven continents on a map
Addressing Learning Standard(s) at lower levels of complexity (Entry Points)	Possible Assessment Strategies and Portfolio Products
Javier participates in the class activity during which the students look at a large globe. Javier learns a song that names the continents, and plays a game passing the globe. When Javier catches the globe, he must find North America and identify it. Each time Javier finds and identifies North America correctly, he places a sticker on a chart. On the class puzzle of the seven continents, Javier finds the North America piece and traces it, labeling it with a sticker.	<ul style="list-style-type: none"> • Data chart showing Javier's ability to identify North America on a map • Work sample produced during pass-the-globe game on which Javier identified North America on a map • Work sample created of Javier tracing North America
Addressing Access Skills embedded in academic instruction	Possible Assessment Strategies and Portfolio Products
Collin participates in the same class activity. Collin listens to the class sing the song that names the seven continents. In the pass-the-globe game, Collin is told the name of a peer to whom he must roll the globe when it is his turn.	<ul style="list-style-type: none"> • Data chart showing Collin's ability to identify peers • Work sample created by placing a sticker on Collin's sheet each time he rolls the ball to the correct peer • Work sample created by Collin labeling or naming pictures of peers using a scribe

CONTENT History and Social Science
TOPIC Massachusetts and Its Cities and Towns:
Geography and History

Learning Standards for: New England and Massachusetts

THEMES

- The evolution of the concepts of personal freedom, individual responsibility, and respect for human dignity
- The influence of economic, political, religious, and cultural ideas as human societies move beyond regional, national, or geographic boundaries
- The effects of geography on the history of civilizations and nations

Grade 3

Learning Standard as Written		Essence of Standard
3.1	On a map of the United States, locate the New England states (Connecticut, Rhode Island, Massachusetts, Vermont, New Hampshire, Maine) and the Atlantic Ocean. On a map of Massachusetts, locate major cities and towns, Cape Ann, Cape Cod, the Connecticut River, the Merrimack River, the Charles River, and the Berkshire Hills. (G)	<ul style="list-style-type: none"> ◆ Locate New England states on globes or maps ◆ Locate major New England cities and towns on globes or maps
3.2	Identify the Wampanoags and their leaders at the time the Pilgrims arrived, and describe their way of life. (H, G)	<ul style="list-style-type: none"> ◆ Identify Wampanoags and describe their way of life
3.3	Identify who the Pilgrims were and explain why they left Europe to seek religious freedom; describe their journey and their early years in the Plymouth Colony. (H, G, C, E) <ul style="list-style-type: none"> A. the purpose of the Mayflower Compact and its principles of self-government B. challenges in settling in America C. events leading to the first Thanksgiving 	<ul style="list-style-type: none"> ◆ Identify who the Pilgrims were and explain why they settled the colony, and their ways of life
3.4	Explain how the Puritans and Pilgrims differed and identify early leaders in Massachusetts, such as John Winthrop; describe the daily life, education, and work of the Puritans in the Massachusetts Bay Colony. (H, E, C)	<ul style="list-style-type: none"> ◆ Explain how Puritan and Pilgrim ways of life and beliefs differed ◆ Identify Puritan and Pilgrim leaders
3.5	Explain important political, economic, and military developments leading to and during the American Revolution. (H, C) <ul style="list-style-type: none"> A. the growth of towns and cities in Massachusetts before the Revolution B. the Boston Tea Party C. the beginning of the Revolution at Lexington and Concord D. the Battle of Bunker Hill E. Revolutionary leaders such as John Adams, Samuel Adams, John Hancock, and Paul Revere 	<ul style="list-style-type: none"> ◆ Explain the role of Massachusetts in the American Revolution
3.6	Identify the Declaration of Independence, the Constitution, and the Bill of Rights as key American documents. (C)	<ul style="list-style-type: none"> ◆ Identify important documents from early United States history

<p>3.7</p>	<p>After reading a biography of a person from Massachusetts in one of the following categories, summarize the person's life and achievements. (H, C)</p> <ul style="list-style-type: none"> A. science and technology (e.g., Alexander Graham Bell, Nathaniel Bowditch, Robert Goddard, John Hayes Hammond, Edwin Land, Samuel Morse) B. the arts (e.g., Henry Adams, Louisa May Alcott, John Singleton Copley, Emily Dickinson, Ralph Waldo Emerson, Theodore Geisel, Nathaniel Hawthorne, Oliver Wendell Holmes, Frederick Law Olmsted, Norman Rockwell, Henry David Thoreau, Phyllis Wheatley) C. business (e.g., William Filene, Amos Lawrence, Francis Cabot Lowell, An Wang); D. education, journalism, and health (e.g., Clara Barton, Horace Mann, William Monroe Trotter) E. political leadership (e.g., John Adams, John Quincy Adams, Susan B. Anthony, Edward Brooke, Benjamin Franklin, John F. Kennedy, Paul Revere) 	<ul style="list-style-type: none"> ◆ Summarize the life and achievements of a famous person from Massachusetts
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Possible ENTRY POINTS to Learning Standard(s) (and ACCESS SKILLS embedded in standards-based activities)

Less Complex

More Complex

ACCESS SKILLS	ENTRY POINTS	The student will:	The student will:
<u>The student will:</u>	<u>The student will:</u>	<u>The student will:</u>	<u>The student will:</u>
<ul style="list-style-type: none"> ◆ Sequence events and demonstrate understanding of time (e.g., match picture to picture) ◆ Identify same and different (e.g., clothing, housing, etc) ◆ Respond to text being read aloud (i.e., remain alert, request more) ◆ Choose appropriate text to read or to have read aloud ◆ Orient to books/orient book right side up ◆ Turn pages in a book or magazine ◆ Activate an electronic device to access text, communicate with others, or participate in an instructional activity ◆ Turn attention toward another person ◆ Grasp, manipulate, and release objects related to instructional activity ◆ Organize instructional materials ◆ Take turns appropriately during classroom discussion ◆ Respond to/initiate contacts with others ◆ Apply rules for appropriate classroom behavior ◆ Use appropriate social greetings ◆ Follow simple directions ◆ Identify self and/or others ◆ Initiate or respond to request for joint attention 	<ul style="list-style-type: none"> ◆ Identify Massachusetts as his/her state of residence ◆ Recognize a map of Massachusetts ◆ Name community of residence ◆ Recognize pictures of Pilgrims ◆ Identify one famous person from Massachusetts and at least one fact about this person ◆ Name and locate one river, mountain, or hill in home town or town of residence ◆ Identify at least one difference between the Pilgrim's way of life and our way of life today ◆ Name and describe one important event in Massachusetts during the American Revolution ◆ Explain/state the importance of individual rights ◆ Identify and use maps of New England 	<ul style="list-style-type: none"> ◆ Recognize the New England states on a map of the United States and locate Massachusetts ◆ Explain what maps show and how they are used ◆ Locate his/her community of residence on a map of Massachusetts ◆ Identify north, south, east, and west on a map of Massachusetts ◆ Locate and identify different geographic features found in Massachusetts ◆ Explain why the Pilgrims came to Massachusetts long ago ◆ Select a famous person from Massachusetts and discuss his/her achievements ◆ Compare/contrast one aspect of Pilgrim life to life today (such as school) ◆ Identify and discuss at least one important event that occurred in Massachusetts during the American Revolution ◆ Explain the importance of the Mayflower Compact 	<ul style="list-style-type: none"> ◆ Locate Massachusetts and the New England states on a map of the United States ◆ Locate and identify major geographical features in New England ◆ Name and locate his/her community of residence on a map of Massachusetts ◆ Explain why the Pilgrims came to Massachusetts long ago ◆ Describe the importance of the Mayflower Compact ◆ Recognize that Massachusetts played an important role in the American Revolution ◆ Select a famous person from Massachusetts and discuss his/her achievements ◆ Compare/contrast the Pilgrim lifestyle to modern lifestyle (with respect to ideas such as work, school, etc.) <p><i>Continue to address skills and concepts in this subject that approach grade-level expectations</i></p>

Instructional Idea based on Learning Standards 3.2 and 3.3

At grade 3, students study and compare and contrast the Wampanoag and Pilgrim ways of life when the Pilgrims first arrived in Massachusetts. In the school's Computer Center, the students use the Internet to visit the Plimoth Plantation Online Learning Center at www.plimoth.org.

How all students can participate in this activity

Addressing Learning Standard(s) as written for this grade level	Possible Assessment Strategies and Portfolio Products
Giselle participates in the Plimoth Plantation Online Learning Center activities. She completes the English Colonist Cultural Chart and the Wampanoag Cultural Chart based on the information she learns during the activities. Using the charts and text versions of the Wampanoag and the English Colonist pages, Giselle completes a Venn diagram comparing and contrasting the two cultures.	<ul style="list-style-type: none"> • Data chart showing Giselle's ability to compare and contrast Wampanoag and Pilgrim ways of life based on quizzes, tests, and in-class and homework assignments • Giselle's completed Cultural Charts • Giselle's completed Venn diagram
Addressing Learning Standard(s) at lower levels of complexity (Entry Points)	Possible Assessment Strategies and Portfolio Products
Max views the Online Learning Center activity with a peer. He is given modified cultural charts with picture cues. He completes the forms as he views the activities with help as needed from a scribe. He is then given pictures of Wampanoags and Pilgrims and their way of life including housing, food, and dress and uses the pictures to compare and contrast the cultures. He eventually completes a Venn Diagram taping his cultural charts and pictures in place.	<ul style="list-style-type: none"> • Data chart showing Max's ability to compare and contrast Wampanoag and Pilgrim ways of life • Max's completed modified cultural charts • Chart showing Max's accuracy in comparing and contrasting pictures of the cultures • Max's Venn diagram
Addressing Access Skills embedded in academic instruction	Possible Assessment Strategies and Portfolio Products
Henry is shown pictures of Wampanoags and Pilgrims that include their housing, food, and dress. He is shown two pictures at a time and must state if they are the same or different.	<ul style="list-style-type: none"> • Data chart showing Henry's ability to identify same and different • Work sample identifying same and different pictures • Work sample created by matching same pictures

CONTENT History and Social Science
TOPIC Massachusetts and its Cities and Towns:
 Geography and History
Learning Standards For: Cities and Towns of Massachusetts
THEMES

- The evolution of the concepts of personal freedom, individual responsibility, and respect for human dignity
- The effects of geography on the history of civilizations and nations

Grade 3

Learning Standard as Written		Essence of Standard
3.8	On a map of Massachusetts, locate the class's home town or city and its local geographic features and landmarks. (G)	◆ Identify the geography of Massachusetts, including the locations of towns and cities
3.9	Identify historic buildings, monuments, or sites in the area and explain their purpose and significance. (H, C)	◆ Explain the history and importance of Massachusetts towns and cities
3.10	Explain the meaning of the stars and stripes in the American flag, and describe official procedures for the care and display of the flag. (C)	◆ Explain the history of our national symbols and what they signify
3.11	Identify when the students' own town or city was founded, and describe the different groups of people who have settled in the community since its founding. (H, G)	◆ Explain local history and describe regional diversity
3.12	Explain how objects or artifacts of everyday life in the past tell us how ordinary people lived and how everyday life has changed. Draw on the services of the local historical society and local museums as needed. (H, G, E)	◆ Identify continuity and change in daily life over time
3.13	Give examples of goods and services provided by their local businesses and industries. (E)	◆ Describe the economy of Massachusetts, including examples of products produced by local businesses
3.14	Give examples of tax-supported facilities and services provided by their local government, such as public schools, parks, recreational facilities, police and fire departments, and libraries. (E)	◆ Identify services and physical facilities supported by local government

Possible ENTRY POINTS to Learning Standard(s) (and ACCESS SKILLS embedded in standards-based activities)

Less Complex

More Complex

ACCESS SKILLS	ENTRY POINTS	The student will:	The student will:
The student will:	The student will:	The student will:	The student will:
<ul style="list-style-type: none"> ◆ Use pictures to find a familiar location ◆ Demonstrate understanding of relative location ◆ Sequence events and demonstrate understanding of time (e.g., by matching picture to picture) ◆ Demonstrate basic understanding of economics (i.e., trade, barter, earning money or tokens, or buying/selling) ◆ Respond to text being read aloud (i.e., remain alert, request more) ◆ Choose appropriate text to read or to have read aloud ◆ Orient to books/orient book right side up ◆ Activate an electronic device to access text, communicate with others, or participate in an instructional activity ◆ Turn attention toward another person ◆ Grasp, manipulate, and release objects ◆ Take turns appropriately during classroom discussion ◆ Respond to/initiate contacts with others ◆ Apply rules for appropriate classroom behavior ◆ Use appropriate social greetings ◆ Follow simple directions ◆ Identify self and/or others ◆ Initiate or respond to request for joint attention 	<ul style="list-style-type: none"> ◆ Identify Massachusetts as his/her state of residence ◆ Recognize a map of Massachusetts ◆ Name own community ◆ Recognize the American flag ◆ Recognize products from the community ◆ Identify historic site(s) closest to his/her hometown ◆ Identify one or more groups of people who have lived in or settled his/her hometown ◆ Identify businesses/industries in the community ◆ Identify one or two types of taxes ◆ Identify and use various maps ◆ Identify various jobs that provide an income 	<ul style="list-style-type: none"> ◆ Identify Massachusetts on a map of the United States ◆ Explain what maps show and how they are used ◆ Locate community of residence on a map of Massachusetts ◆ Identify different historic sites found in Massachusetts and/or his/her hometown ◆ Identify products from the community ◆ Identify the American flag and its symbols (stars, blue field, red stripes, white stripes) ◆ Name and describe one group of people who has lived in or settled his/her hometown ◆ Identify two or three types of taxes and explain one 	<ul style="list-style-type: none"> ◆ Locate Massachusetts on a map of the United States ◆ Locate his/her community of residence on a map of Massachusetts ◆ Explain what maps show and how they are used ◆ Name and locate historic sites on a map of Massachusetts ◆ Identify artifacts that have been found in Massachusetts; identify modern-day equivalents when possible ◆ Explain what life was like for Massachusetts residents long ago ◆ Give examples of products from the community ◆ Identify the American flag, explain its symbols, and explain care for and proper display of the flag ◆ Name and describe groups of people who have lived in or settled his/her hometown ◆ Identify and explain basic types of taxes (e.g., property, sales, income) ◆ Identify services funded primarily by taxes
			<p><i>Continue to address skills and concepts in this subject that approach grade-level expectations</i></p>

Instructional Idea based on Learning Standards 3.11 and 3.12

At grade 3, students study how their town was founded and the different groups who settled in the community over time. They learn how people lived and how life has changed over time. Students visit a local or regional historical museum and learn about the history of their town origin.

How all students can participate in this activity

Addressing Learning Standard(s) as written for this grade level	Possible Assessment Strategies and Portfolio Products
<p>Hunter visits the local historical society with his class. Prior to the field trip, the class develops a questionnaire to be completed while on the field trip. Hunter adds his own questions. Hunter completes the questionnaire information as he learns it. Hunter uses the information he has learned to create a timeline of the history of their town.</p>	<ul style="list-style-type: none"> • Data chart showing Hunter's ability to demonstrate knowledge of the history of his town, including his scores on quizzes, tests, homework, and in-class assignments • Hunter's completed questionnaire from field trip • Hunter's completed timeline
Addressing Learning Standard(s) at lower levels of complexity (Entry Points)	Possible Assessment Strategies and Portfolio Products
<p>Thomas visits the local historical society with his class. He is given pictures of items he will see when on the field trip. He numbers the items in the order in which he sees them, checks off the items as he sees them, and writes their names.</p>	<ul style="list-style-type: none"> • Data chart showing Thomas's ability to identify items from his town's history • Thomas's checklist of items checked off numbered, and named on the field trip • Work sample created by Thomas labeling pictures from town's history during in-class activity
Addressing Access Skills embedded in academic instruction	Possible Assessment Strategies and Portfolio Products
<p>Whitney visits the local historical society with her class on a field trip. She is working on improving her behavior during class activities. She is given pictures of items she will see on the field trip and a checklist with picture cues of Whitney's behavior rules. During the visit, a peer helps Whitney check off each item she sees on the checklist. Whitney receives a check mark from a teacher each time she engages in one of the appropriate behaviors on her checklist.</p>	<ul style="list-style-type: none"> • Data chart showing Whitney's ability to behave appropriately during class activities • Whitney's completed behavior checklist from field trip • Video of Whitney's behavior during whole class activity

CONTENT History and Social Science

TOPIC North American Geography with Optional Standards for One
Early Civilization

Learning Standards for: Ancient China, c. 3000–200 BC/BCE

THEMES

- The effects of geography on the history of civilizations and nations
- The birth, growth, and decline of civilizations

Grade 4

Learning Standard as Written		Essence of Standard
4.1	On a map of Asia, locate China, the Huang He (Yellow) River and Chang Jiang (Yangtze) Rivers, and the Himalayan Mountains. (G)	◆ Identify China's location and its important rivers and mountains
4.2	Describe the topography and climate of eastern Asia, including the importance of mountain ranges and deserts, and explain how geography influenced the growth of Chinese civilization. (G, E)	◆ Describe the types of landforms and climates found in China
4.3	Describe the ideographic writing system used by the Chinese (characters, which are symbols for concepts/ideas) and how it differs from an alphabetic writing system. (H)	◆ Explain how the Chinese system of writing is different from an alphabet
4.4	Describe important technologies of China such as bronze casting, silk manufacture, and gunpowder. (H, E)	◆ Identify important Chinese technologies
4.5	Identify who Confucius was and describe his writings on good government, codes of proper conduct, and relationships between parent and child, friend and friend, husband and wife, and subject and ruler. (H, C)	◆ Explain the contributions of Confucius
4.6	Describe how the First Emperor unified China by subduing warring factions, seizing land, centralizing government, imposing strict rules, and creating with the use of slave labor large state building projects for irrigation, transportation, and defense (e.g., the Great Wall). (H, C, E)	◆ Explain how emperors ruled China and their achievements
4.7	After visiting a museum, listening to a museum educator in school, or conducting research in the library, describe an animal, person, building, or design depicted in an ancient Chinese work of art. (H, G)	◆ Describe features found in ancient Chinese art

Possible ENTRY POINTS to Learning Standard(s) (and ACCESS SKILLS embedded in standards-based activities)

Less Complex

More Complex



ACCESS SKILLS

The student will:

- ◆ Identify at least two different climates
- ◆ Indicate north, south, east, and west on a map or globe
- ◆ Use pictures to find a familiar location
- ◆ Sequence events and demonstrate understanding of time (match picture to picture)
- ◆ Identify same and different writing (i.e., English alphabet v. Chinese writing symbols)
- ◆ Demonstrate concept of sequence of events using a timeline
- ◆ Demonstrate understanding of relative location
- ◆ Activate a switch to show slides of photos of China
- ◆ Tolerate touching of a topographic map of China
- ◆ Use social, motor, or communication skills to participate in content area activities
- ◆ Follow one-step directions related to content
- ◆ Establish joint attention to the materials of the lesson

ENTRY POINTS

The student will:

- ◆ Describe geographic features found in China as represented on a map or globe
- ◆ Locate China on a map or globe
- ◆ Identify Chinese writing
- ◆ Identify technology important to China
- ◆ Identify one teaching of Confucius and its relation to today (e.g., code of conduct)
- ◆ Identify the Great Wall of China and at least two important facts about it
- ◆ Recognize features of ancient Chinese dress and housing
- ◆ Identify and use various maps

The student will:

- ◆ Give examples of geographic features represented on maps of China
- ◆ Identify major mountain ranges and rivers located in China
- ◆ Identify and describe the different climates found in China
- ◆ Interpret maps of China using one or two map keys or symbols such as a compass rose, scale, or legend
- ◆ Recognize that Chinese civilization is thousands of years old
- ◆ Recognize examples of Chinese writing and compare how Chinese characters differ from the English alphabet
- ◆ Recognize the significance of farming to Chinese civilization
- ◆ Investigate technological advances made by the ancient Chinese that are still used today
- ◆ Identify Confucius and explain two or more of his contributions to society
- ◆ Discuss how the Great Wall was used to defend China

The student will:

- ◆ Locate China on a map or globe and discuss its diverse geographical features, including landforms and climates
- ◆ Interpret maps of China using map keys and symbols
- ◆ Use a timeline that shows Chinese civilizations have existed for thousands of years
- ◆ Examine the distinctive features of Chinese writing and art and discuss how they differ from Western cultural features
- ◆ Identify and describe advances the ancient Chinese made in agriculture and technology
- ◆ Identify Confucius and explain his contributions to society
- ◆ Describe how emperors ruled ancient China and their significant achievements
- ◆ Recognize the significance of the Great Wall to the development of Chinese civilization

Continue to address skills and concepts in this subject that approach grade-level expectations

CONTENT History and Social Science

TOPIC North American Geography with Optional Standards for One
Early Civilization

Learning Standards for: Regions of the United States

THEMES

- The influence of economic, political, religious, and cultural ideas as human societies move beyond regional, national, or geographic boundaries
- The effects of geography on the history of civilizations and nations

Grade 4

Learning Standard as Written		Essence of Standard
4.8	On a map of the world, locate North America. On a map of North America, locate the United States, the Atlantic and Pacific Oceans, Gulf of Mexico, Mississippi and Rio Grande Rivers, the Great Lakes, Hudson Bay, and the Rocky and Appalachian Mountain ranges. (G)	◆ Locate the United States and its important bodies of water and mountains on maps or globes
4.9	On a map of North America, locate the current boundaries of the United States (including Alaska and Hawaii). Locate New England, Middle Atlantic, Atlantic Coast/Appalachian, Southeast/Gulf, South Central, Great Lakes, Plains, Southwest Desert, and Pacific States and the Commonwealth of Puerto Rico. See Appendix H (of the Framework) for a listing of states in each region. (G)	◆ Identify the political boundaries of the United States and its regions
4.10	Identify the states, state capitals, and major cities in each region. (G)	◆ Identify United States state capitals and their locations
4.11	Describe the climate, major physical features, and major natural resources in each region. (G)	◆ Describe regional geographic features found in the United States
4.12	Identify and describe unique features of the United States (e.g., the Everglades, the Grand Canyon, Mount Rushmore, the Redwood Forest, Yellowstone National Park, and Yosemite National Park). (G)	◆ Identify unique geographic features found in the United States
4.13	Identify major monuments and historical sites in and around Washington, D.C. (e.g., the Jefferson and Lincoln Memorials, the Smithsonian Museums, the Library of Congress, the White House, the Capitol, the Washington Monument, the National Archives, Arlington National Cemetery, the Vietnam Veterans Memorial, the Iwo Jima Memorial, and Mount Vernon). (G)	◆ Identify important monuments and historical sites found in Washington, D.C.
4.14	Identify the five different European countries (France, Spain, England, Russia, and the Netherlands) that influenced different regions of the present United States at the time the New World was being explored and describe how their influence can be traced to place names, architectural features, and language. (H, G)	◆ Explain how early European settlers influenced different regions of the United States

<p>4.15</p>	<p>Describe the diverse nature of the American people by identifying the distinctive contributions to American culture of:</p> <ul style="list-style-type: none"> A. at least three indigenous peoples in different areas of the country (e.g., Navajo, Seminoles, Sioux, Hawaiians, and Inuits). B. African Americans, including an explanation of their early concentration in the South because of slavery and the Great Migration to northern cities in the 20th century, and recent African immigrant groups (e.g., Ethiopian) and where they tended to settle in large numbers. C. major European immigrant groups who have come to America, locating their countries of origin and where they tended to settle in large numbers (e.g., English, Germans, Italians, Scots, Irish, Jews, Poles, and Scandinavians). D. major Spanish-speaking (e.g., Cubans, Mexicans) and Asian (e.g., Chinese, Japanese, Korean, Vietnamese) immigrant groups who have come to America in the 19th and 20th centuries, locating their countries of origin and where they tended to settle in large numbers. (H, G) 	<ul style="list-style-type: none"> ◆ Identify diverse ethnic groups found in the United States and their contributions to American culture
<p>4.16</p>	<p>Identify major immigrant groups that live in Massachusetts and where they now live in large numbers (e.g., English, Irish, Italians, French Canadians, Armenians, Greeks, Portuguese, Haitians, and Vietnamese). (H, G)</p>	<ul style="list-style-type: none"> ◆ Identify different ethnic groups in Massachusetts

Possible ENTRY POINTS to Learning Standard(s) (and ACCESS SKILLS embedded in standards-based activities)

Less Complex

More Complex



ACCESS SKILLS

The student will:

- ◆ Match picture to picture for national historical sites and monuments
- ◆ Take turns rolling dice during class game reviewing capitals of the United States
- ◆ Respond to text being read aloud (i.e., remain alert, request more)
- ◆ Choose appropriate text to read or to have read aloud
- ◆ Orient to books/orient book right side up
- ◆ Turn pages in a book or magazine
- ◆ Activate an electronic device to access text, communicate with others, or participate in an instructional activity
- ◆ Turn attention toward another person
- ◆ Grasp, manipulate, and release objects
- ◆ Organize instructional materials
- ◆ Respond to/initiate contacts with others
- ◆ Apply rules for appropriate classroom behavior
- ◆ Use appropriate social greetings
- ◆ Follow simple directions
- ◆ Identify self and/or others
- ◆ Initiate or respond to request for joint attention

ENTRY POINTS

The student will:

- ◆ Locate North America and the United States on a map or globe
- ◆ Identify one major body of water and one mountain range in the United States
- ◆ Give examples of geographic features represented on maps and globes in North America
- ◆ Recognize unique natural geographic features and monuments located in the United States
- ◆ Name two or more different ethnic groups found in one or more regions of the United States and at least two facts about each group

The student will:

- ◆ Use a map or globe to locate North America and the United States
- ◆ Locate the United States on a map or globe and name states other than Massachusetts and their capitals
- ◆ Identify and locate major bodies of water and mountain ranges in the Eastern United States
- ◆ Identify climates and geographic features found in different regions of the United States
- ◆ Compare natural resources found in different regions of the United States
- ◆ Recognize pictures of major monuments in Washington, D.C., and discuss the reasons they were built
- ◆ Explore how a specific ethnic group influenced the history and culture of the United States

The student will:

- ◆ Locate different regions of the United States and discuss the climate and geographic features of each
- ◆ Identify and locate major bodies of water and mountain ranges within the United States
- ◆ Identify and name the capitals of states in the United States
- ◆ Compare natural resources found in the United States with natural resources found in Massachusetts (northeastern U.S.)
- ◆ Examine how a specific ethnic group influenced the history and culture of a United States region
- ◆ Select a major monument in Washington, D.C., or unique geographic feature of the United States and investigate its significance
- ◆ Investigate his/her family's genealogy and how it relates to the American immigrant experience

Continue to address skills and concepts in this subject that approach grade-level expectations

Instructional Idea based on Learning Standards 4.10

At grade 4, students participate in a variety of games and activities to help them learn the names, locations, and capitals of the 50 states. They also take a quiz on state capitals.

How all students can participate in this activity

Addressing Learning Standard(s) as written for this grade level	Possible Assessment Strategies and Portfolio Products
Jordan plays a board game with a small group of students. Students must name the capital of the state they land on, or locate the state on a blank map of the United States.	<ul style="list-style-type: none"> • Data chart showing Jordan's ability to identify state capitals. • Jordan's tally sheet of states he landed on and his responses during the game • Jordan's quiz on state capitals
Addressing Learning Standard(s) at lower levels of complexity (Entry Points)	Possible Assessment Strategies and Portfolio Products
Daryl plays a board game with peers that involves naming the states and their capitals. When it is his turn, he finds the state he has landed on and reads the name of the capital. He is provided with a labeled map on which he finds the state. When it is a classmate's turn, he refers to the chart to tell them if the answer is correct.	<ul style="list-style-type: none"> • Data chart showing Daryl's ability to the state capitals • Daryl's tally sheet of states he landed on and his responses during the game • Daryl's work sample created by labeling a map of the United States with the names of the states in New England
Addressing Access Skills embedded in academic instruction	Possible Assessment Strategies and Portfolio Products
Paul participates with peers in a small group classroom board game during which he must wait his turn. When it is his turn, he rolls the dice and moves his piece the appropriate number of spaces with assistance from a peer. He then hands the dice to the student whose turn it is next.	<ul style="list-style-type: none"> • Data chart showing Paul's ability to take turns • Paul's tally sheet of his responses in turn taking during the game completed by a peer or teacher • Video of Paul taking turns during a computer game during which he clicked on a state and the name of the state's capital appeared

CONTENT History and Social Science

TOPIC North American Geography with Optional Standards for One
Early Civilization

Learning Standards for: Canada

THEMES

- The influence of economic, political, religious, and cultural ideas as human societies move beyond regional, national, or geographic boundaries
- The effects of geography on the history of civilizations and nations

Grade 4

Learning Standard as Written		Essence of Standard
4.17	On a map of North America, locate Canada, its provinces, and major cities. (G)	◆ Locate Canada's provinces and major cities
4.18	Describe the climate, major physical characteristics, and major natural resources of Canada and explain their relationship to settlement, trade, and the Canadian economy. (G, E)	◆ Describe Canada's climate, geography, and natural resources, and how these affect settlement, trade, and the economy
4.19	Describe the major ethnic and religious groups of modern Canada (G, H, C, E)	◆ Identify and describe the ethnic and religious groups of Canadian society
4.20	Identify when Canada became an independent nation and explain how independence was achieved. (H, G)	◆ Explain how and when Canada became an independent nation
4.21	Identify the location of at least two Native American tribes in Canada (e.g., Kwakiutl and Micmac) and the Inuit nation and describe their major social features. (H, G)	◆ Identify Native American tribes in Canada
4.22	Identify the major language groups in Canada, their geographic location, and the relations among them. (H, G)	◆ Identify Languages spoken in Canada

Possible ENTRY POINTS to Learning Standard(s) (and ACCESS SKILLS embedded in standards-based activities)

Less Complex

More Complex



ACCESS SKILLS

The student will:

- ◆ Use pictures to find a familiar location
- ◆ Sequence events and demonstrate understanding of time (e.g., by matching picture to picture)
- ◆ Using pictures of Native American tribes, match picture to picture
- ◆ Tolerate touching a topographical map of Canada
- ◆ Respond to text being read aloud (i.e., remain alert, request more)
- ◆ Choose appropriate text to read or to have read aloud
- ◆ Activate an electronic device to access text, communicate with others, or participate in an instructional activity
- ◆ Turn attention toward another person
- ◆ Grasp, manipulate, and release objects
- ◆ Organize instructional materials
- ◆ Take turns appropriately during classroom discussion
- ◆ Respond to/initiate contacts with others
- ◆ Apply rules for appropriate classroom behavior
- ◆ Use appropriate social greetings
- ◆ Follow simple directions
- ◆ Identify self and/or others
- ◆ Initiate or respond to request for joint attention

ENTRY POINTS

The student will:

- ◆ Locate North America and Canada on a map or globe
- ◆ Give examples of one or more geographic features represented on maps and globes of Canada
- ◆ Recognize that Canada and the United States share a long border
- ◆ Identify climate differences in various regions in Canada and compare them to the United States
- ◆ Identify/name major natural resources in Canada
- ◆ Identify/name one Native American tribe found in Canada
- ◆ Identify settlers in Canada

The student will:

- ◆ Locate Canada on a map or globe and identify its major cities
- ◆ Recognize that Canada and the United States share a long border
- ◆ Explain why most Canadians live in Canada's southernmost region
- ◆ Identify major natural resources found in Canada and compare them with those found in Massachusetts and/or the United States
- ◆ Recognize and explain cultural similarities between Canada and the United States
- ◆ Identify languages spoken in Canada

The student will:

- ◆ Locate Canada and its provinces and major cities on a world map or globe
- ◆ Examine and discuss how Canada's climates and geographic features affect where people live and how they make a living
- ◆ Investigate and explain Canada's abundant natural resources and their importance to its economy
- ◆ Explore the contributions of Canada's Native American tribes to its historical and cultural development
- ◆ Explore the history of British and French settlement in Canada and its effect on Canada's culture
- ◆ Identify languages spoken in Canada and the regions in which they are primarily spoken
- ◆ Identify Native American tribes living in Canada; explain the contributions and characteristics of one tribe
- ◆ Show on a timeline when Canada and the United States were both ruled by Great Britain

Continue to address skills and concepts in this subject that approach grade-level expectations

Instructional Idea based on Learning Standards 4.18

At grade 4, after reading about Canada, students create collages representing many of these ideas using pictures from magazines, the Internet, and their own drawings. They label each image in the collage, describing what the pictures represent about Canada. The students also take a quiz about Canada.

How all students can participate in this activity

Addressing Learning Standard(s) as written for this grade level	Possible Assessment Strategies and Portfolio Products
Hailey participates in a classroom reading and discussion about Canada's climate, physical characteristics, and national resources. She creates a collage of these features and appropriately labels items on the images in the collage.	<ul style="list-style-type: none"> • Data chart showing Hailey's ability to demonstrate knowledge of Canada, including quizzes, tests, and in-class and homework assignments • Hailey's collage • Hailey's quiz
Addressing Learning Standard(s) at lower levels of complexity (Entry Points)	Possible Assessment Strategies and Portfolio Products
Kristofer participates in a small group in which the students take turns reading aloud about Canada's climate, physical characteristics, and national resources. The group views pictures as they read. The group is given questions they must answer by referring to the pictures. Each member of the group creates a collage based on the answers to the questions. Pictures are already cut out for Kristofer and he selects a picture. He verbally tells a peer how he wants the picture labeled. Kristofer also answers questions about his collage and what the pictures represent.	<ul style="list-style-type: none"> • Data chart showing Kristofer's ability to answer questions about text read to him • Kristofer's collage showing pictures illustrating answers to the questions about Canada • Work sample showing Kristofer's answers to questions about his Canada collage
Addressing Access Skills embedded in academic instruction	Possible Assessment Strategies and Portfolio Products
Troy participates in the classroom activity of making a collage. He is given a choice of pictures based on Canada and is asked to find the picture that represents a given word. For example, he must choose pictures that represent "cold" and place them on his collage.	<ul style="list-style-type: none"> • Data chart showing Troy's ability to identify pictures of words related to Canada • Work sample created by Troy placing pictures next to words read to him • Troy's collage showing pictures that represent "cold"

CONTENT History and Social Science

TOPIC North American Geography with Optional Standards for One
Early Civilization

Learning Standards for: Mexico

THEMES

- The influence of economic, political, religious, and cultural ideas as human societies move beyond regional, national, or geographic boundaries
- The effects of geography on the history of civilizations and nations

Grade 4

Learning Standard as Written		Essence of Standard
4.23	On a map of North America, locate Mexico and its major cities. (G)	◆ Locate Mexico and its major cities
4.24	Describe the climate, major physical characteristics, and major natural resources of Mexico and explain their relationship to the Mexican economy. (G)	◆ Identify Mexico's climate, physical geography, and natural resources
4.25	Identify the language, major religion, and peoples of Mexico. (H)	◆ Describe the social and cultural makeup of Mexican society
4.26	Identify when Mexico became an independent nation and describe how independence was achieved. (H, G)	◆ Explain how and when Mexico became an independent nation

Possible ENTRY POINTS to Learning Standard(s) (and ACCESS SKILLS embedded in standards-based activities)

Less Complex

More Complex



ACCESS SKILLS

The student will:

- ◆ Sequence events (match picture to picture)
- ◆ Use pictures to find a familiar location
- ◆ Identify whether language spoken is the same as or different than the student's native language
- ◆ Respond to text being read aloud (i.e., remain alert, request more)
- ◆ Choose appropriate text to read or to have read aloud
- ◆ Orient to books/orient book right side up
- ◆ Turn pages in a book or magazine
- ◆ Activate an electronic device to access text, communicate with others, or participate in an instructional activity
- ◆ Turn attention toward another person
- ◆ Grasp, manipulate, and release objects relevant to Mexican culture
- ◆ Organize instructional materials
- ◆ Take turns appropriately during classroom discussion
- ◆ Respond to/initiate contacts with others
- ◆ Apply rules for appropriate classroom behavior
- ◆ Use appropriate social greetings
- ◆ Follow simple directions
- ◆ Identify self and/or others
- ◆ Initiate or respond to request for joint attention

ENTRY POINTS

The student will:

- ◆ Locate Mexico on a map or globe
- ◆ Identify at least one major city in Mexico
- ◆ Give examples of geographic features represented on maps and globes
- ◆ Identify climate differences between Mexico and the United States
- ◆ Recognize that the U.S. and Mexico are next to one another

The student will:

- ◆ Locate Mexico on a map or globe and identify its major cities
- ◆ Identify major natural resources found in Mexico
- ◆ Describe the climates of Mexico and the impact of climate on one aspect of the country (e.g., economy)
- ◆ Examine and explain cultural similarities and differences between Mexico and the United States
- ◆ Identify when and explain how Mexico became an independent nation
- ◆ Identify some major social and/or cultural components of Mexican society

The student will:

- ◆ Locate Mexico's provinces and major cities on a world map or globe
- ◆ Explore the contributions of Mexico's indigenous tribes to its historical and cultural development
- ◆ Identify Mexico's natural resources
- ◆ Examine and explain how Mexico's climate and geographic features affect where people live and how they make a living
- ◆ Describe the history of European conquest in Mexico and its effect on Mexico's culture
- ◆ Identify when and explain how Mexico became an independent nation
- ◆ Recognize that Mexico and the United States share a border and explain the current importance of the border

Continue to address skills and concepts in this subject that approach grade-level expectations

Instructional Idea based on Learning Standard 4.25

At grade 4, after reading a variety of children's books about people from Mexico, students will create and describe an additional fictitious Mexican character for the story, including his or her religion, language, hobbies, job, where in Mexico he or she lives, favorite food, etc.

How all students can participate in this activity

Addressing Learning Standard(s) as written for this grade level	Possible Assessment Strategies and Portfolio Products
Eli reads about Mexican culture. During art class he creates a puppet of a character from Mexico. He gives the puppet an appropriate Mexican name, and then creates a fact sheet about his puppet. On a map of Mexico he puts a sticker with his puppet's name showing where his character lives.	<ul style="list-style-type: none"> • Data chart showing Eli's knowledge of facts about Mexico, including quizzes, test, in-class, and homework assignments • Eli's fact sheet about his Mexican character • Eli's work sample of responses to questions about Mexican culture
Addressing Learning Standard(s) at lower levels of complexity (Entry Points)	Possible Assessment Strategies and Portfolio Products
Miranda listens as a variety of children's books about Mexican culture are read aloud. During art class, she creates a puppet based on a character from one of the books. During History and Social Science class she rereads one of the children's books and answers questions about the story she has read.	<ul style="list-style-type: none"> • Data chart showing Miranda's ability to answer questions about stories related to Mexico • Miranda's completed questions on a book about Mexico • Photograph of puppet Miranda created and her description
Addressing Access Skills embedded in academic instruction	Possible Assessment Strategies and Portfolio Products
Tim listens as a variety of children's books about Mexican culture are read aloud. He is asked to turn the page after each page is read. During art class he creates a puppet with a peer following one-step directions.	<ul style="list-style-type: none"> • Data chart showing Tim's ability to follow one-step directions • Tim's puppet created by following one-step directions • Video of Tim listening to story following one-step directions to turn the page

CONTENT History and Social Science

TOPIC North American Geography with Optional Standards for One
Early Civilization

Learning Standards for: Central America and the Caribbean Islands

THEMES

- The influence of economic, political, religious, and cultural ideas as human societies move beyond regional, national, or geographic boundaries
- The effects of geography on the history of civilizations and nations

Grade 4

Learning Standard as Written		Essence of Standard
4.27	On a map of North and South America, locate the Isthmus of Panama which divides North from South America. Use a map key to locate islands, countries, and major cities of Central America and the Caribbean Islands. (G, E)	◆ Locate the countries and major cities of Central America and the Caribbean
4.28	Describe the climate and major natural resources of Central America and the Caribbean Islands and explain their relationship to the economy of those regions. (G, E)	◆ Identify the climate and natural resources of Central America and the Caribbean
4.29	Identify the different languages used in different countries in the Caribbean region today (e.g., Spanish in Cuba, French in Haiti, English in Barbados, and Jamaica). (H)	◆ Identify languages of Central America and the Caribbean
4.30	Identify when the countries in the Caribbean and in Central America became independent nations and explain how independence was achieved. (H, G)	◆ Explain the history and political geography of Central America

Possible ENTRY POINTS to Learning Standard(s) (and ACCESS SKILLS embedded in standards-based activities)

Less Complex

More Complex



ACCESS SKILLS
The student will:

- ◆ Use a map or globe to find familiar locations
- ◆ Use pictures to find a familiar location (match picture to picture)
- ◆ Sequence events and demonstrate understanding of time (match picture to picture)
- ◆ Demonstrate an understanding of relative location
- ◆ Activate a switch to highlight a map showing countries of Central American and the Caribbean Islands
- ◆ Grasp, manipulate, and release materials relevant to the culture and/or traditions of countries in this region
- ◆ Respond to text being read aloud (i.e., remain alert, request more)
- ◆ Choose appropriate text
- ◆ Turn attention toward another person
- ◆ Take turns appropriately during classroom discussion
- ◆ Respond to/initiate contacts with others
- ◆ Apply rules for appropriate classroom behavior
- ◆ Use appropriate social greetings
- ◆ Follow simple directions
- ◆ Identify self and/or others
- ◆ Initiate or respond to request for joint attention

ENTRY POINTS
The student will:

- ◆ Locate Central America and the Caribbean Islands on a map or globe
- ◆ Identify major cities of Central America and the Caribbean Islands
- ◆ Give examples of geographic features in Central America and the Caribbean represented on maps and globes
- ◆ Recognize that Central America and the Caribbean Islands are south of the United States
- ◆ Locate and identify the Panama Canal
- ◆ Identify and compare climate differences among Central America and the Caribbean Islands and the United States
- ◆ Explore and identify one cultural tradition of Central America and the Caribbean

The student will:

- ◆ Locate Central America and the Caribbean Islands on a map or globe and identify the major cities of the region
- ◆ Recognize the geographical relationship of Central America and the Caribbean Islands to the United States
- ◆ Identify major natural resources found in Central America and the Caribbean Islands
- ◆ Examine cultural similarities and differences among Central America and the Caribbean Islands and the United States
- ◆ Locate and identify the Panama Canal; name one or more important fact(s) about the Panama Canal

The student will:

- ◆ Locate Central America and the Caribbean Islands on a map or globe, and identify major cities and bordering nations
- ◆ Research and explain the importance and influence of the Panama Canal to the region
- ◆ Investigate Central America and the Caribbean Islands' natural resources and their importance to those economies
- ◆ Research and explain the history of European influence in Central America and the Caribbean Islands and its effect on their languages
- ◆ Examine and explain how Central America and the Caribbean Islands' climate and geographic features affect where people live and how they make a living
- ◆ Identify the Panama Canal and explain why this canal is so important

Continue to address skills and concepts in this subject that approach grade-level expectations

History and Social Science

Pre-Columbian Civilizations of the New World and European Exploration, Colonization, and Settlement to 1700

Grade 5

CONTENT History and Social Science

TOPIC United States History, Geography, Economics, and Government: Early Exploration to Westward Movement

Learning Standards for: Pre-Columbian Civilizations of the New World and European Exploration, Colonization, and Settlement to 1700

THEMES

- The evolution of the concepts of personal freedom, individual responsibility, and respect for human dignity
- The influence of economic, political, religious, and cultural ideas as human societies move beyond regional, national, or geographic boundaries
- The birth, growth, and decline of civilizations

Grade 5

Learning Standard as Written		Essence of Standard
5.1	Describe the earliest explorations of the New World by the Vikings, the period and locations of their explorations, and the evidence for them. (H, G)	♦ Describe Viking explorations in the New World
5.2	Identify the three major pre-Columbian civilizations that existed in Central and South America (Maya, Aztec, and Inca) and their locations. Describe their political structures, religious practices, and use of slaves. (H, G, E)	♦ Identify the characteristics and declines of the pre-Columbian civilizations of the New World: the Maya, Aztec and Inca ♦ Describe the three major pre-Columbian civilizations (Maya, Aztec, Inca) including their locations and customs
5.3	Explain why trade routes to Asia had been closed in the 15 th century and trace the voyages of at least four of the explorers listed below. Describe what each explorer sought when he began his journey, what he found, and how his discoveries changed the image of the world, especially the maps used by explorers. (H, G, E) A. Vasco Nuñez de Balboa B. John and Sebastian Cabot C. Jacques Cartier D. Samuel de Champlain E. Christopher Columbus F. Henry Hudson G. Ferdinand Magellan H. Juan Ponce de Leon I. Americgo Vespucci	♦ Identify early European explorers and their discoveries

<p>5.4</p>	<p>Explain why the Aztec and Inca civilizations declined in the 16th century. (H)</p> <ul style="list-style-type: none"> A. the encounters between Cortez and Montezuma B. the encounters between Pizarro and the Incas C. the goals of the Spanish conquistadors D. the effects of European diseases, particularly smallpox, throughout the Western hemisphere 	<ul style="list-style-type: none"> ◆ Explain the interactions between Native Americans and European settlers, including the reasons for decline of the Aztec and Incan civilizations
<p>5.5</p>	<p>Describe the goals and extent of the Dutch settlement in New York, the French settlements in Canada, and the Spanish settlements in Florida, the Southwest, and California. (H)</p>	<ul style="list-style-type: none"> ◆ Describe European settlements in North America
<p>5.6</p>	<p>Explain the early relationship of the English settlers to the indigenous peoples, or Indians, in North America, including the differing views on ownership or use of land and the conflicts between them (e.g., the Pequot and King Philip's Wars in New England). (H, G, E)</p>	<ul style="list-style-type: none"> ◆ Explain the relationship between colonists and Indians
<p>5.7</p>	<p>Identify some of the major leaders and groups responsible for the founding of the original colonies in North America. (H, C)</p> <ul style="list-style-type: none"> A. Lord Baltimore in Maryland B. William Penn in Pennsylvania C. John Smith in Virginia D. Roger Williams in Rhode Island E. John Winthrop in Massachusetts 	<ul style="list-style-type: none"> ◆ Identify early colonial leaders and the groups that founded the British colonies in North America
<p>5.8</p>	<p>Identify the links between the political principles and practices developed in ancient Greece and such political institutions and practices as written constitutions and town meetings of the Puritans. (H, C)</p>	<ul style="list-style-type: none"> ◆ Describe features of Puritan self-government and their similarities to those of ancient Greece
<p>5.9</p>	<p>Explain the reasons that the language, political institutions, and political principles of what became the United States of America were largely shaped by English colonists even though other major European nations also explored the New World. (H, C)</p> <ul style="list-style-type: none"> A. the relatively small number of colonists who came from other nations besides England B. long experience with self-government C. the high rates of literacy and education among the English colonial leaders D. England's strong economic, intellectual, and military position 	<ul style="list-style-type: none"> ◆ Describe the reasons for the establishment of European colonies in North America, including the reasons for the dominant role of English settlers in the establishment of the colonies

Possible ENTRY POINTS to Learning Standard(s) (and ACCESS SKILLS embedded in standards-based activities)

← Less Complex		More Complex →	
ACCESS SKILLS The student will:	ENTRY POINTS The student will:	The student will:	The student will:
<ul style="list-style-type: none"> ◆ Create a timeline of his or her life ◆ Use maps, globes, and pictures to identify familiar locations ◆ Sequence events (match picture to picture) ◆ Match pictures of major explorers and leaders from the era ◆ Respond to text being read aloud (i.e., remain alert, request more) ◆ Choose appropriate text to read or to have read aloud ◆ Activate an electronic device to access text, communicate with others, or participate in an instructional activity ◆ Turn attention toward another person ◆ Grasp, manipulate, and release objects ◆ Organize instructional materials ◆ Take turns appropriately during classroom discussion ◆ Respond to/initiate contacts with others ◆ Apply rules for appropriate classroom behavior ◆ Use appropriate social greetings ◆ Follow simple directions ◆ Identify self and/or other ◆ Initiate or respond to request for joint attention 	<ul style="list-style-type: none"> ◆ Identify differences (using pictures) between pre-Columbian civilizations and civilizations today ◆ Create a timeline of historical events ◆ Recognize details from pictures of this time period that indicate when, where, and how events occurred ◆ Using a map from the 1700s, locate the New World ◆ Identify items from this time period, such as currency, clothing, housing, or food ◆ Identify natural resources from this time period for one or more civilizations ◆ Identify manufactured goods from this time period 	<ul style="list-style-type: none"> ◆ Identify the four main reasons people came to the colonies: farming, land, religious freedom, amnesty for debtors ◆ Identify and describe natural resources from this time period ◆ Identify manufactured goods used for trade during this time period ◆ Identify characteristics of pre-Columbian civilizations ◆ Explain how the Incan and Aztec empires were defeated ◆ Explain how land was a source of tension between the colonies and the Indians ◆ Use maps and globes to identify the locations of one or more pre-Columbian and/or early European settlements in the New World ◆ Identify and briefly describe currency, clothing, housing, climate, food, and/or religions from this time period 	<ul style="list-style-type: none"> ◆ Discuss the role of the meetinghouse in a Puritan village ◆ Explain the reasons why different groups of people came to each colony ◆ Discuss the characteristics of the Mayan, Incan and Aztec civilizations ◆ Compare and contrast the reasons for decline in the Mayan, Incan, and Aztec civilizations ◆ Describe the role of land in the relationship between the colonists and the Indians ◆ Identify natural resources and manufactured goods from one or more pre-Columbian civilizations and/or European colony(ies) that were produced and/or used for trade ◆ Compare/contrast how people lived during the pre-Columbian time period with how they live today ◆ Explore and describe different habitats and lifestyles of native peoples during this time period in the New World, including Mayans, Aztecs, Incans and Native Americans of the East coast of North America; include what changes were brought about by contact with Europeans ◆ Use maps and globes to identify the location(s) of one or more pre-Columbian and/or early European settlement(s) in the New World, and identify how maps have changed since the Age of Exploration ◆ Identify and compare/contrast currency, clothing, housing, climate, food, and religions from this time period with those of today
<p><i>Continue to address skills and concepts in this subject that approach grade-level expectations</i></p>			

Instructional Idea based on Learning Standard 5.6

At grade 5, students are assigned two early European explorers to research and write about, including what each explorer sought on his journey to the New World, where he explored, and what he found. The students compare and contrast their two explorers.

How all students can participate in this activity

Addressing Learning Standard(s) as written for this grade level	Possible Assessment Strategies and Portfolio Products
<p>Joel creates a list of facts about Henry Hudson and Samuel de Champlain, including what they sought, what part of the New World each explored and when, and what each of them found. He uses this list to create a Venn diagram comparing and contrasting the two explorers.</p>	<ul style="list-style-type: none"> • Data chart indicating Joel ability to collect facts about explorers • Joel's list of facts about Henry Hudson • Joel's list of facts about Samuel de Champlain • Joel's completed Venn diagram • A map labeled by Joel showing where the explorers traveled
Addressing Learning Standard(s) at lower levels of complexity (Entry Points)	Possible Assessment Strategies and Portfolio Products
<p>Bianca is given ten facts about Henry Hudson and Samuel de Champlain using picture cues on cards. Bianca dictates facts about each explorer that are written on colored cards (blue for Henry Hudson, yellow for Samuel de Champlain). She then dictates how the explorers were similar and how they were different, using the sorted similar cards as a guide.</p>	<ul style="list-style-type: none"> • Data chart indicating Bianca ability to answer questions about explorers • A photograph of Bianca's sorted colored cards of the explorers • Bianca's scribed sentences comparing and contrasting the explorers • A map colored by Bianca using previously determined colors for each explorer to show where each traveled
Addressing Access Skills embedded in academic instruction	Possible Assessment Strategies and Portfolio Products
<p>William is given pictures of the discoveries of Henry Hudson and Samuel de Champlain. The pictures reflect information found on Joel's Venn diagram and Bianca's colored cards. William matches picture to picture. On a map, the route of each explorer is labeled with a color. William is given pictures of each explorer and matches the explorer to where he traveled.</p>	<ul style="list-style-type: none"> • Data chart indicating William ability to match object to object • William's completed Venn diagram matching a picture of the explorer to a picture of the explorer's discovery • William's map labeled with pictures of explorers created by matching color to color

History and Social Science

The Political, Intellectual, and Economic Growth of the Colonies, 1700–1775

Grade 5

CONTENT History and Social Science

TOPIC United States History, Geography, Economics, and Government: Early Exploration to Westward Movement

Learning Standards for: The Political, Intellectual, and Economic Growth of the Colonies, 1700–1775

THEMES

- The evolution of the concepts of personal freedom, individual responsibility, and respect for human dignity
- The growth and impact of centralized state power
- The growth and spread of free markets and industrial economies
- The birth, growth, and decline of civilizations

Grade 5

Learning Standard as Written		Essence of Standard
5.10	On a map of North America, identify the first 13 colonies and describe how regional differences in climate, types of farming, populations, and sources of labor shaped their economies and societies through the 18 th century. (H, G, E)	♦ Identify the location of the original North American colonies, including the influence of physical geography and climate on the economy of each
5.11	Explain the importance of maritime commerce in the development of the economy of colonial Massachusetts, using historical societies and museums as needed. (H, E) A. the fishing and shipbuilding industries B. trans-Atlantic trade C. the port cities of New Bedford, Newburyport, Gloucester, Salem, and Boston	♦ Explain the maritime economy of Massachusetts
5.12	Explain the causes of the establishment of slavery in North America. Describe the harsh conditions of the Middle Passage and slave life, and the responses of slaves to their condition. Describe the life of free African Americans in the colonies. (H, G, E, C)	♦ Explain the reasons for the rise of slavery in North America
5.13	Identify the founders and the reasons for the establishment of educational institutions in the colonies (grammar schools and colleges such as Harvard and the College of William and Mary). (H)	♦ Describe the founding of educational institutions in the early American Colonies
5.14	Explain the development of colonial governments and describe how these developments contributed to the Revolution. (H, G, E, C) A. legislative bodies B. town meetings C. charters on individual freedom and rights	♦ Explain the political growth of the colonies, including the expansion of self-government and democratic political principles

5.15

Explain the reasons for the French and Indian War, how it led to an overhaul of British imperial policy, and the colonial response to these policies. (H, C, E)

- A. Sugar Act (1764)
- B. Stamp Act (1765)
- C. Townsend Duties (1767)
- D. Tea Act (1773) and the Intolerable Acts (1774)
- E. the slogan, "no taxation without representation"
- F. the roles of the Stamp Act Congress, the Sons of Liberty, and the Boston Tea Party (1773)

- ◆ Identify the origins of the American Revolution, including the French and Indian War, British imperial policy, and the colonial response to these policies

Possible ENTRY POINTS to Learning Standard(s) (and ACCESS SKILLS embedded in standards-based activities)

Less Complex

More Complex

ACCESS SKILLS	ENTRY POINTS	The student will:	The student will:
The student will:	The student will:	The student will:	The student will:
<ul style="list-style-type: none"> ◆ Use maps or pictures to find a familiar location ◆ Identify physical features (e.g., mountain, valley, river, ocean) ◆ Activate switch to identify pictures of key Colonial leaders and/or goods/products from the original 13 colonies ◆ Reach, touch, and manually navigate a North American map of natural resources ◆ Grasp, manipulate, and release materials used by other students during classroom activity in this topic ◆ Respond to text being read aloud (i.e., remain alert, request more) ◆ Turn attention toward another person ◆ Take turns appropriately during classroom discussion ◆ Respond to/initiate contacts with others ◆ Apply rules for appropriate classroom behavior ◆ Use appropriate social greetings ◆ Follow simple directions ◆ Identify self and/or others ◆ Initiate or respond to request for joint attention 	<ul style="list-style-type: none"> ◆ Identify the original 13 colonies on a map (right-hand side of map, next to water) ◆ Identify one or more Colonial era entrepreneurs, such as Benjamin Franklin, Paul Revere, or Peter Faneuil ◆ On a map, recognize key physical features of the 13 colonies (forests, mountains/hills, tidewater, rivers, ocean) ◆ Recognize goods produced by the 13 colonies (fish, wood, crops) ◆ Identify where resources were found (fish – oceans, wood – forests, grain – farms) ◆ Recognize products that were traded among the colonies, Europe, Africa, and the Caribbean 	<ul style="list-style-type: none"> ◆ Label the northern, middle, and southern colonies on a map ◆ Identify early trade routes and the migration of slaves ◆ Describe the contributions of one Colonial-era entrepreneur, such as Benjamin Franklin, Paul Revere, or Peter Faneuil ◆ Identify the key physical and climatic features of the north, middle, and south colonies <ul style="list-style-type: none"> • North: cold, dense forests, rocky soil, harbors with banks • Middle: thick fertile soil, longer, warmer summer, forests, wide rivers, Piedmont • South: tidewater, 8 month growing season + rain = rich soil ◆ Identify the key products of the north, middle, and south <ul style="list-style-type: none"> • North: wood for shipbuilding, maple syrup, fishing, family farming, trading • Mid-Atlantic: small farming, raising livestock, hunting • South: large farming, cash crops (tobacco, rice, indigo) ◆ Identify import and export products of the colonies ◆ Create and interpret timeline of key events leading to the American Revolution 	<ul style="list-style-type: none"> ◆ Locate and label the original 13 colonies on a map ◆ Describe how physical geography and climate impacted the northern, middle, and southern colonies ◆ Explain and identify the “triangular trade” on a map ◆ Locate and label early trade routes and the migration of slaves ◆ Identify means used by colonists to earn a living and give examples of Colonial era entrepreneurs, such as Benjamin Franklin, Paul Revere, and Peter Faneuil ◆ Define profit and explain how it served as an incentive for entrepreneurs in the Colonial-era ◆ Give examples of changes in supply and demand related to items such as fur, lumber, fish, and meat; explain how these changes affected prices during the Colonial era ◆ Provide examples of British Imperialism and the colonists’ response to these policies ◆ Identify and discuss the meaning of “no taxation without representation” ◆ Describe the role of the meetinghouse in the colonial village
			<p><i>Continue to address skills and concepts in this subject that approach grade-level expectations</i></p>

Instructional Idea based on Learning Standard 5.10

At grade 5, students create a map of the original thirteen colonies, using a range of materials, such as cardboard cutouts of each colony and symbolic representations of the goods and resources in each colony and region. Students assemble the map like a puzzle from the cutout pieces and create a key listing the products, using small sticks, for example, to represent wood. They label the map and discuss differences among colonies and regions moving from north to south.

How all students can participate in this activity

Addressing Learning Standard(s) as written for this grade level	Possible Assessment Strategies and Portfolio Products
Jenna creates a map of the original 13 colonies to use as a guide for the group project. With her group, she helps create and assemble the pieces of the final map. She contributes ideas for materials to use for the products key.	<ul style="list-style-type: none"> • Data chart indicating Jenna's ability to create a map • Jenna's completed map • Jenna's list of the 13 colonies and products from each colony • Jenna's work sample identifying key physical and climatic features of each colony
Addressing Learning Standard(s) at lower levels of complexity (Entry Points)	Possible Assessment Strategies and Portfolio Products
Nicolas traces the individual 13 colonies for others to cut out for the map. He participates in the group activity by creating his own map with assistance from peers, and uses the key created by the group to match pictures of products to his own map.	<ul style="list-style-type: none"> • Data chart indicating Nicolas ability to match pictures to product key • Work sample created of pictures of products matched by Nicolas to the key • Nicolas's map, labeled with products using the group's key
Addressing Access Skills embedded in academic instruction	Possible Assessment Strategies and Portfolio Products
Anthony grasps and releases puzzle pieces to create a puzzle of a map of the original 13 colonies. He also matches corresponding objects from the key and map.	<ul style="list-style-type: none"> • Data chart indicating Anthony's ability to grasp and release puzzle pieces • Video of Anthony grasping and releasing pieces of a puzzle • Work sample scribed by peer showing Anthony's success in matching objects using items from the map and key

**History and
Social Science**

*The Revolution and
the Formation of a
Federal Government
Under the
Constitution,
1775–1789*

Grade 5

CONTENT History and Social Science

TOPIC United States History, Geography, Economics, and
Government: Early Exploration to Westward Movement

Learning Standards for: The Revolution and the Formation of a Federal
Government Under the Constitution, 1775–1789

THEMES

- The evolution of the concepts of personal freedom, individual responsibility, and respect for human dignity
- The growth and impact of centralized state power
- The birth, growth, and decline of civilizations

Grade 5

Learning Standard as Written		Essence of Standard
5.16	Explain the meaning of the key ideas on equality, natural rights, the rule of law, and the purpose of government contained in the Declaration of Independence. (H, C, E)	◆ Explain the main ideas in the Declaration of Independence
5.17	Describe the major battles of the Revolution and explain the factors leading to American victory and British defeat. (H) A. Lexington and Concord (1775) B. Bunker Hill (1775) C. Saratoga (1777) D. Valley Forge (1777-1778) E. Yorktown (1781)	◆ Describe the major battles of the American Revolution
5.18	Describe the life and achievements of important leaders during the Revolution and the early years of the United States. (H, C) A. John Adams B. Benjamin Franklin C. King George III D. Alexander Hamilton E. Thomas Jefferson F. James Madison G. George Washington	◆ Identify the leaders of the American Revolution, including George Washington, Benjamin Franklin, Thomas Jefferson, Alexander Hamilton, and James Madison
5.19	Identify the Constitution of the Commonwealth of Massachusetts, including its date, its primary author (John Adams), and the basic rights it gives to citizens of the Commonwealth. (C)	◆ Explain the Massachusetts Constitution and the basic rights it gives to Massachusetts citizens
5.20	Explain the reasons for the adoption of the Articles of Confederation in 1781 and for its later failure. (H, C)	◆ Explain the Articles of Confederation

5.21	Describe Shays's Rebellion of 1786–1787 and explain why it was one of the crucial events leading to the Constitutional Convention. (H, E, C)	♦ Explain the importance of Shays's Rebellion
5.22	Identify the various leaders of the Constitutional Convention and describe the major issues they debated. (H, E, C) A. distribution of political power B. rights of individuals C. rights of states D. the Great Compromise E. slavery	♦ Identify leaders of the Constitutional Convention and the issues they debated

Possible ENTRY POINTS to Learning Standard(s) (and ACCESS SKILLS embedded in standards-based activities)

← Less Complex

More Complex →

ACCESS SKILLS

The student will:

- ◆ Match picture to picture for important American leaders
- ◆ Respond to text being read aloud (i.e., remain alert, request more)
- ◆ Choose appropriate text to read or to have read aloud
- ◆ Orient to books/orient book right side up
- ◆ Turn pages in a book or magazine
- ◆ Activate an electronic device to access text, communicate with others, or participate in an instructional activity
- ◆ Turn attention toward another person
- ◆ Grasp, manipulate, and release objects
- ◆ Organize instructional materials
- ◆ Take turns appropriately during classroom discussion
- ◆ Respond to/initiate contacts with others
- ◆ Apply rules for appropriate classroom behavior
- ◆ Use appropriate social greetings
- ◆ Follow simple directions
- ◆ Identify self and/or others
- ◆ Initiate or respond to request for joint attention

ENTRY POINTS

The student will:

- ◆ Identify people who fought in the American Revolution
- ◆ Group pictures of Revolutionary fighters by their relevant attributes
- ◆ Identify George Washington as a leader of America
- ◆ Recognize George Washington from an array of pictures
- ◆ Identify and discriminate between "rights" (things I get to do) and "non-rights" (things I don't get to do) within the context of the Constitution
- ◆ Recognize that slavery existed in the United States

The student will:

- ◆ Sequence the main battles of the American Revolution on a timeline by title and/or major descriptor (e.g., "The British are coming," "We finally won," "We captured the capital")
- ◆ Match American Revolutionary leaders to their goals and successes
- ◆ Explain why some leaders wanted a strong central government and some wanted a strong state government
- ◆ Identify one or more reasons for the existence of slavery in the United States
- ◆ Identify activities/decisions of a free person that a slave wasn't allowed
- ◆ Identify the two houses of the legislative branch of government (House of Representatives and Senate)
- ◆ Provide examples of what is meant by "life, liberty and prosperity"

The student will:

- ◆ Identify the beginning, (Lexington and Concord), middle (Saratoga), and end (Yorktown) of the American Revolution on a timeline
- ◆ Using maps, historical narratives, pictures, and film, identify the locations of major battles, trace troop movements, and identify leaders of the American Revolution
- ◆ Describe the goals and beliefs of George Washington, Benjamin Franklin, Thomas Jefferson, Alexander Hamilton and James Madison
- ◆ List the pros and cons of a strong centralized (federal) versus a strong state government
- ◆ List arguments for and against slavery
- ◆ Describe the compromise that was agreed upon regarding slavery
- ◆ Discuss the Great Compromise that resulted in the two houses of government
- ◆ Describe the roles of citizens as discussed in the Bill of Rights
- ◆ Identify the basic ideas set forth in the U.S. Constitution
- ◆ Use political cartoons, essays, and news accounts of this era to understand differing perspectives and viewpoints regarding independence, slavery, and the emerging government

Continue to address skills and concepts in this subject that approach grade-level expectations

Instructional Idea based on Learning Standard 5.18

At grade 5, students research a military or political leader during the period of the American Revolution. After conducting research individually, they work in small groups to create questions for a trivia game. Each group is responsible for questions about a different leader. The class then plays the trivia game.

How all students can participate in this activity

Addressing Learning Standard(s) as written for this grade level	Possible Assessment Strategies and Portfolio Products
<p>Donny creates a list of facts about Thomas Jefferson. He develops ten questions for the trivia game based on these facts and responds to questions about other leaders during the game.</p>	<ul style="list-style-type: none"> • Data chart indicating Donny's ability to identify/relate facts about Thomas Jefferson • Donny's list of facts about Thomas Jefferson • List of questions Donny created • Questions Danny answered during the trivia game • Two paragraphs written by Donny on two different leaders of the American Revolution
Addressing Learning Standard(s) at lower levels of complexity (Entry Points)	Possible Assessment Strategies and Portfolio Products
<p>Gianni creates a list of facts about George Washington for the trivia game using sources with modified text and picture cues. He is given questions to practice, and answers these during the trivia game. He participates in the trivia game, receiving prompts from his peers as needed.</p>	<ul style="list-style-type: none"> • Data chart indicating Gianni's ability to identify/relate facts about George Washington • Gianni's list of facts about George Washington • Work sample with sentences written by Gianni about what he learned about George Washington, using picture cues
Addressing Access Skills embedded in academic instruction	Possible Assessment Strategies and Portfolio Products
<p>Sam is working on activating a voice output switch. He is given instructions to press his switch when he sees a picture of a man. He is then shown pictures of male leaders from the American Revolution. During the trivia game, Sam presses a switch as a picture of each new leader is shown. When he does this correctly, a smile face is shown that says, "You are correct."</p>	<ul style="list-style-type: none"> • Field data chart indicating Sam's ability to activate a switch on cue • Line or bar graph summarizing the field data chart • Work sample of picture collage created by Sam using his switch to indicate which picture should be included in the collage

History and Social Science

The Principles and Institutions of American Constitutional Government

Grade 5

CONTENT History and Social Science

TOPIC United States History, Geography, Economics, and Government: Early Exploration to Westward Movement

Learning Standards for: The Principles and Institutions of American Constitutional Government

THEMES

- The evolution of the concepts of personal freedom, individual responsibility, and respect for human dignity

Grade 5

Learning Standard as Written		Essence of Standard
5.23	Describe the responsibilities of government at the federal, state, and local levels (e.g., protection of individual rights and the provision of services such as law enforcement and the building and funding of schools). (C)	♦ Describe the roles and responsibilities of federal, state, and local governments
5.24	Describe the basic political principles of American democracy and explain how the Constitution and the Bill of Rights reflect and preserve these principles. (C) A. individual rights and responsibilities B. equality C. the rule of law D. limited government E. representative democracy	♦ Describe the basic principles of American democracy as defined in the Constitution and the Bill of Rights
5.25	Identify the three branches of the United States government as outlined by the Constitution, describe their functions and relationships, and identify what features of the Constitution were unique at the time (e.g., the presidency and the independent judiciary). (H, C)	♦ Identify the three branches of American government, and unique features of the Constitution
5.26	Identify the rights in the Bill of Rights and explain the reasons for its inclusion in the Constitution in 1791. (H, C)	♦ Identify the Bill of Rights and why it was included in the Constitution
5.27	Explain how American citizens were expected to participate in, monitor, and bring about changes in their government over time, and give examples of how they continue to do so today. (H, C)	♦ Explain the role of citizens in a democracy

Possible ENTRY POINTS to Learning Standard(s) (and ACCESS SKILLS embedded in standards-based activities)

← Less Complex

More Complex →

ACCESS SKILLS The student will:	ENTRY POINTS The student will:	The student will:	The student will:
<ul style="list-style-type: none"> ◆ Sort “ rules” into home and school categories, using symbols or pictures ◆ Identify authority figures within the classroom ◆ Respond to text being read aloud (i.e., remain alert, request more) ◆ Choose appropriate text to read or to have read aloud ◆ Orient to books/orient book right side up ◆ Turn pages in a book or magazine ◆ Activate an electronic device to access text, communicate with others, or participate in an instructional activity ◆ Turn attention toward another person ◆ Grasp, manipulate, and release objects ◆ Organize instructional materials ◆ Take turns appropriately during classroom discussion ◆ Respond to/initiate contacts with others ◆ Apply rules for appropriate classroom behavior ◆ Use appropriate social greetings ◆ Follow simple directions ◆ Identify self and/or others ◆ Initiate or respond to request for joint attention 	<ul style="list-style-type: none"> ◆ Describe what government does and does not do ◆ Identify leaders and distinguish one from another ◆ Participate in “mock” voting ◆ Identify one or more rights of individual citizens 	<ul style="list-style-type: none"> ◆ Identify the three levels of government (local, state, and federal) ◆ Identify each branch of government (executive, legislative, and judiciary) ◆ Match leaders/roles to each level of government ◆ Match leaders/roles to each branch of government ◆ Participate in representative democracy by voting for representative and/or leader in “mock” election ◆ Match word or phrase found in the U.S. Constitution to the principle of American equality ◆ Name the five basic rights guaranteed by the U.S. Constitution ◆ Identify the basic rights of citizenship 	<ul style="list-style-type: none"> ◆ Show how powers and roles are divided within the federal government, and between federal and state governments ◆ Define the powers of the three branches of government and explain how responsibilities are shared ◆ Explain or show how the system of “checks and balances” works ◆ Identify by name and title one or more leaders in each branch of government (local, state, and federal) ◆ Review and summarize portions of founding documents (i.e. the Declaration of Independence, the Massachusetts Constitution, and the U.S. Constitution) ◆ Identify words or phrases in the U.S. Constitution and describe how they reflect the principles of American equality ◆ Identify rights protected by the U.S. Constitution ◆ Explain why the Bill of Rights was added to the U.S. Constitution ◆ Identify individual rights in American democracy ◆ Identify how individuals can participate in government ◆ Identify responsibilities associated with the basic rights of citizenship ◆ Identify and discuss different viewpoints regarding human dignity, civil liberties, and roles and responsibilities of the government and citizens ◆ Identify and correctly use terms related to government (e.g., citizen, rights, federal, state, vote, tax, represent, president)
<p><i>Continue to address skills and concepts in this subject that approach grade-level expectations</i></p>			

Instructional Idea based on Learning Standards 5.24 and 5.27

At grade 5, students use the Internet to identify the population of each state and the number of elected officials each has in the U.S. Senate and House of Representatives. Students complete spreadsheets summarizing their research, and create graphs depicting the population and representation of each state. Students write a summary of what they learned when comparing population size to the number of representatives, and develop mathematical models and make predictions to increase their understanding.

How all students can participate in this activity

Addressing Learning Standard(s) as written for this grade level	Possible Assessment Strategies and Portfolio Products
<p>Marissa locates information on the Internet and completes a spreadsheet with information on each state, including its population and number of representatives. She completes a graph of this information and writes a summary. She attempts to write an equation for the relationship between a state's population and its representation, forming hypotheses and predictions about how representation is determined.</p>	<ul style="list-style-type: none"> • Data chart indicating Marissa's ability to locate and record required information about each state • Marissa's completed spreadsheet of facts • Marissa's completed graph of information on size of state population vs. number of representatives • Marissa's summary of what she learned • Marissa's mathematical model
Addressing Learning Standard(s) at lower levels of complexity (Entry Points)	Possible Assessment Strategies and Portfolio Products
<p>Shawn is given a less complex spreadsheet on which he completes the number of representatives for each New England state. He uses a website that has been identified for him. He receives assistance from peers, as needed, to record the information in a table. He writes the names of the states with the greatest and least number of representatives.</p>	<ul style="list-style-type: none"> • Data chart indicating Shawn's ability to complete a spreadsheet using Internet research on New England states • Shawn's completed spreadsheet on state population and number of representatives • Shawn's completed table of information on New England states • Shawn's record of states with the fewest and most representatives
Addressing Access Skills embedded in academic instruction	Possible Assessment Strategies and Portfolio Products
<p>Frank is working on greater than/less than concepts. He is presented with two cutouts of different states. On each cutout are blocks representing the number of representatives from that state. Frank indicates which state has more representatives by touching the cutout of that state.</p>	<ul style="list-style-type: none"> • Field data chart of Frank's comparisons of greater than/less than during this and other related activities • Line or bar graph summarizing the field data chart • Video clip of Frank touching state cutouts • Photographs of Frank's selections of blocks with "greater than" numbers

CONTENT History and Social Science

TOPIC United States History, Geography, Economics,
and Government: Early Exploration to Westward Movement

Learning Standards for: The First Four Presidencies and the Growth of the
Republic United States to 1820

THEMES

- The evolution of the concepts of personal freedom, individual responsibility, and respect for human dignity
- The growth and spread of free markets and industrial economies

Grade 5

Learning Standard as Written		Essence of Standard
5.28	Identify the changes in voting qualifications between 1787 and 1820 (e.g., the abolition of property requirements), and compare who could vote in local, state, and national elections in the U.S. with who could vote in England, France, and Russia. (H, C)	◆ Identify voting qualifications and how these changed between 1782–1820
5.29	Explain the events leading up to, and the significance of, the Louisiana Purchase of 1803. (H, C, E, G)	◆ Explain the significance of the Louisiana Purchase
5.30	Describe the expedition of Lewis and Clark from 1803 to 1806. (H, E, G)	◆ Describe the Lewis and Clark expedition
5.31	Describe the significance and consequences of the abolition of slavery in the northern states after the Revolution and of the 1808 law that banned the importation of slaves into the United States. (H)	◆ Explain the significance of northern abolition of slavery and beginning of further importation of slaves after 1808
5.32	Describe the causes of the war of 1812 and how events during the war contributed to a sense of American nationalism. (H) A. British restrictions on trade and impressment B. major battles and events of the war, including the role of the USS Constitution, the burning of the Capitol and the White House, and the Battle of New Orleans	◆ Identify the causes of the war of 1812
5.33	Explain the importance of the China trade and the whaling industry to 19th century New England, and give examples of imports from China. (H)	◆ Explain the importance of the China trade and the whaling industry to New England
5.34	Explain the reasons that pioneers moved west from the beginning to the middle of the 19th century, and describe their lives on the frontier. (H, G, C, E) A. wagon train journeys on the Oregon and Santa Fe Trails B. their settlements in the western territories	◆ Explain the reasons for westward movement of pioneers in mid-1800s
5.35	Identify the key issues that contributed to the onset of the Civil War. (H, E) A. the debate over slavery and westward expansion B. diverging economic interests	◆ Identify the reasons for the Civil War

Possible ENTRY POINTS to Learning Standard(s) (and ACCESS SKILLS embedded in standards-based activities)

← Less Complex

More Complex →

ACCESS SKILLS The student will:	ENTRY POINTS The student will:	The student will:	The student will:
<ul style="list-style-type: none"> ◆ Sort and match pictures of transportation methods ◆ Sort pictures of clothing or habitats into pioneer or modern time ◆ Match picture to picture of pioneers, British and American soldiers, freemen and slaves, etc. ◆ Respond to text being read aloud (i.e., remain alert, request more) ◆ Choose appropriate text to read or to have read aloud ◆ Orient to books/orient book right side up ◆ Turn pages in a book or magazine ◆ Activate an electronic device to access text, communicate with others, or participate in an instructional activity ◆ Turn attention toward another person ◆ Grasp, manipulate, and release objects relevant to instructional activity ◆ Organize instructional materials ◆ Take turns appropriately during classroom discussion ◆ Respond to/initiate contacts with others ◆ Apply rules for appropriate classroom behavior ◆ Use appropriate social greetings ◆ Follow simple directions ◆ Identify self and/or others ◆ Initiate or respond to request for joint attention 	<ul style="list-style-type: none"> ◆ On a map, identify modern states that were part of the Louisiana Purchase, and how the United States was growing ◆ Identify methods of transportation across the U.S. in mid-1800s ◆ Demonstrate understanding of lifestyle of pioneers, including clothing, habitat, natural environment ◆ Explain who had the right to vote in mid-1800s ◆ Explain how representatives served the interests of voters who elected them 	<ul style="list-style-type: none"> ◆ List the qualifications for voting in 1820 (adult, white, literate male) ◆ Identify the impact of the Louisiana Purchase on the country (doubled the size of the country, maintained trade flow) ◆ Recognize differences and similarities in pioneer lifestyle from the way we live today ◆ Explain why pioneers moved west ◆ Create a timeline of key events leading up to and including the War of 1812; explain one or two key events in detail 	<ul style="list-style-type: none"> ◆ Compare and contrast voter qualifications in 1820 and 1787 ◆ Present details of the Louisiana Purchase ◆ Using a map, indicate the area encompassed by the Louisiana Purchase, the natural features of this territory, and the states included in this area ◆ Describe the events leading up to the War of 1812 and its outcome ◆ Describe the reasons pioneers moved west, their routes and methods of transportation, and how they lived on the frontier ◆ Using text, pictures, film, news accounts and cartoons, explain how Americans lived in different sections of the United States in the mid-1800s
<p><i>Continue to address skills and concepts in this subject that approach grade-level expectations</i></p>			

Instructional Idea based on Learning Standard 5.30

At grade 5 students read about and discuss the Lewis and Clark Expedition and the aid they received from Native American tribes along the way. Each student conducts research on one Native American tribe and records information from that research on an activity sheet. Each student creates a poster and prepares and delivers an oral presentation about a tribe.

How all students can participate in this activity

Addressing Learning Standard(s) as written for this grade level	Possible Assessment Strategies and Portfolio Products
<p>Anna completes the activity sheet for the Shoshones and uses this information to create a poster incorporating a variety of materials. She presents the information from her poster to the class, discussing several unique characteristics of the Shoshones and the role played by the tribe during the Lewis and Clark Expedition.</p>	<ul style="list-style-type: none"> • Data chart indicating Anna's ability to collect information on the Shoshones • Anna's completed activity form on the Shoshones • A photograph of Anna's poster • Anna's note cards used for her oral presentation
Addressing Learning Standard(s) at lower levels of complexity (Entry Points)	Possible Assessment Strategies and Portfolio Products
<p>Danielle completes a modified activity sheet for the Sioux that requires simpler responses. She creates a poster using a variety of materials, with peer assistance as needed, representing three facts from her activity sheet. She presents the poster and three facts to a group of other students.</p>	<ul style="list-style-type: none"> • Data chart indicating Danielle's ability to collect and present facts on the Sioux • Danielle's completed activity sheet • A photograph of Danielle's poster • Danielle's note cards used for her oral presentation
Addressing Access Skills embedded in academic instruction	Possible Assessment Strategies and Portfolio Products
<p>Kyle completes an activity sheet that has pictures of items the Mandan tribe provided to Lewis and Clark. He is given pictures to match with pictures on the activity form. Kyle chooses a preferred item from those presented on the sheet. A peer records a description of the item into Kyle's voice output device. Kyle presses the switch when asked by peers to discuss his preferred item.</p>	<ul style="list-style-type: none"> • Data chart indicating Kyle's ability to press his switch in response to cue from peers • Kyle's completed activity sheet • Work sample showing Kyle's work matching picture to picture

CONTENT History and Social Science

TOPIC World Geography

Learning Standards for: Africa

THEMES

- The effects of geography on the history of civilizations and nations

Grade 6

Learning Standard as Written		Essence of Standard
A.1	On a map of the world, locate the continent of Africa, the Atlantic Ocean, the Indian Ocean, the Mediterranean Sea, and the Great Rift Valley. On a map of Africa, locate the northern, eastern, western, central, and southern regions of Africa, the Sahara Desert, the Nile River, Lake Victoria, Mount Kilimanjaro, and the Cape of Good Hope. (G)	♦ Identify major African geographic features
A.2	Use a map key to locate countries and major cities in Africa. (G, E)	♦ Locate African countries and cities on a map
A.3	Explain how the following five factors have influenced settlement and the economies of major African regions and countries. (G, E) A. absolute and relative locations B. climate C. major physical characteristics D. major natural resources E. population size	♦ Explain how geographic features and population size affect life in Africa
A.4	Identify the locations and time periods of the sub-Saharan empires of Ghana, Mali, and Songhay. (H, G)	♦ Explain the history of early African Empires
A.5	Identify when modern African countries became independent nations and explain how independence was achieved. (H, G)	♦ Identify how and when African nations became independent

Plus optional topics listed in the *Massachusetts History and Social Science Curriculum Framework*

Possible ENTRY POINTS to Learning Standard(s) (and ACCESS SKILLS embedded in standards-based activities)

Less Complex

More Complex

ACCESS SKILLS <u>The student will:</u>	ENTRY POINTS <u>The student will:</u>	<u>The student will:</u>	<u>The student will:</u>
<ul style="list-style-type: none"> ◆ Match picture to symbol using geographic terms (e.g., glacial, mountain, hill, plain) ◆ Sequence events (match picture to picture) ◆ Match shape to shape using color pictures of African features, such as countries, indigenous people and/or animals ◆ Reach and touch a map of Africa showing deserts, rivers, and mountain ranges ◆ Respond to text being read aloud (i.e., remain alert, request more) ◆ Choose appropriate text to read or to have read aloud ◆ Activate an electronic device to access text, communicate with others, or participate in an instructional activity ◆ Turn attention toward another person ◆ Grasp, manipulate, and release objects ◆ Organize instructional materials ◆ Take turns appropriately during classroom discussion ◆ Respond to/initiate contacts with others ◆ Apply rules for appropriate classroom behavior ◆ Use appropriate social greetings ◆ Follow simple directions ◆ Identify self and/or others ◆ Initiate or respond to request for joint attention 	<ul style="list-style-type: none"> ◆ Give examples of geographic features represented on maps or globes of Africa ◆ Locate Africa on a world map ◆ Recognize that Africa is a continent ◆ Locate Africa's mountain ranges, deserts, and rivers ◆ Describe how Africa's varied climate and geographic features affect how people dress, live, and make a living ◆ Identify products from Africa 	<ul style="list-style-type: none"> ◆ Locate Africa on a world map or globe and compare its size to the United States ◆ Recognize that Africa is a continent made up of many countries ◆ Name and locate different African countries ◆ Compare the climates found in different regions of Africa ◆ Compare the population of Africa to the population of the United States ◆ Identify the natural resources found in Africa and compare with those found in Massachusetts ◆ Locate and identify major physical features of Africa (rivers, deserts, mountains, surrounding bodies of water) 	<ul style="list-style-type: none"> ◆ Locate Africa on a world map or globe and discuss its varied climates and geographic features ◆ Investigate how Africa's varied climates and geographic features affect its population distribution and its economy ◆ Document the history of an African nation and trace its colonial past to when it became an independent nation ◆ List the major natural resources found in Africa and explain how they are used ◆ Examine and explain the process of desertification and how it is affecting life in sub-Saharan Africa <p style="text-align: right;"><i>Continue to address skills and concepts in this subject that approach grade-level expectations</i></p>

Instructional Idea based on Learning Standard A.1

At grade 6, students study the effects of geography on the history of civilizations and nations. Students view Michael Fay's "Congo Trek" online (<http://www.nationalgeographic.com/congotrek/>) as part of a whole-class activity. As they view each segment of the trek, students mark on a blank map the region traveled. Students create individual guidebooks that give details about each region visited, including latitude and longitude, topographic information, animals observed, and human interaction with the environment.

How all students can participate in this activity

Addressing Learning Standard(s) as written for this grade level	Possible Assessment Strategies and Portfolio Products
Deshawn views Michael Fay's "Congo Trek" with the class. He indicates on a blank map the regions traveled. He creates a guidebook that contains information about each of the regions.	<ul style="list-style-type: none"> • Data chart indicating Deshawn's ability to identify the various regions located on the continent of Africa • Deshawn's completed map of the "Congo Trek" • Deshawn's guidebook of regional facts
Addressing Learning Standard(s) at lower levels of complexity (Entry Points)	Possible Assessment Strategies and Portfolio Products
Lorna views Michael Fay's "Congo Trek" with the class. She is given a map of Africa with each country outlined and color-coded. Lorna is given cut-outs of the countries with the same color codes as the map. As she views each section of the trek, she is given two cut-outs of the country being traveled. She matches one to the map and puts the other on a page in her guidebook. She dictates to a scribe the things she sees in the video, including animals, people, and environmental features.	<ul style="list-style-type: none"> • Data chart indicating Lorna's ability to locate countries on a map by matching a cut-out to the country on the map • Lorna's completed map of Africa • Lorna's guidebook of cut-outs of countries visited on the trek • Work sample of Lorna's dictation of what she sees in the video
Addressing Access Skills embedded in academic instruction	Possible Assessment Strategies and Portfolio Products
Patrick views Michael Fay's "Congo Trek" with the class. He is shown a map of Africa with countries outlined. One country is colored in red. He is given cut-outs of two countries, one red and one green. He is asked to choose the shape and color that match. This task is repeated for several different countries.	<ul style="list-style-type: none"> • Data chart indicating Patrick's ability to match shape to shape • Work sample in which Patrick matched colored shapes to outlines • Patrick's completed color-coded map

CONTENT History and Social Science
TOPIC World Geography
Learning Standards for: Western Asia (the Middle East)
THEMES

- The influence of economic, political, religious, and cultural ideas as human societies move beyond regional, national, or geographic boundaries
- The effects of geography on the history of civilizations and nations

Grade 6

Learning Standard as Written		Essence of Standard
WA.1	On a map of the world, locate Western Asia, or the Middle East. On a map of the Middle East, locate the Black Sea, Mediterranean Sea, Caspian Sea, Red Sea, Indian Ocean, Arabian Peninsula, and the Persian Gulf. (G)	◆ Locate major Middle Eastern geographic features
WA.2	Use a map key to locate countries and major cities in the Middle East. (G, E)	◆ Locate countries and major cities in the Middle East
WA.3	Explain how the following five factors have influenced settlement and the economies of major Middle Eastern countries. (G, E) A. absolute and relative locations B. climate C. major physical characteristics D. major natural resources E. population size	◆ Identify and explain how geographic features, climate, and population size affect life in the Middle East
WA.4	Locate and describe the various ethnic and religious groups of the Middle East. (G, H, C, E)	◆ Describe ethnic and religious groups in the Middle East
WA.5	Identify when the countries in the Middle East became independent nations and explain how independence was achieved. (H, G)	◆ Identify how and when countries in the Middle East became independent

Plus optional topics listed in the *Massachusetts History and Social Science Curriculum Framework*

Possible ENTRY POINTS to Learning Standard(s) (and ACCESS SKILLS embedded in standards-based activities)

Less Complex

More Complex

←		→	
ACCESS SKILLS	ENTRY POINTS	ENTRY POINTS	ENTRY POINTS
The student will:	The student will:	The student will:	The student will:
<ul style="list-style-type: none"> ◆ Demonstrate an understanding of relative location ◆ Identify topographical features such as mountains, rivers, deserts, and seas from pictures ◆ Match pictures of cities or various products from the Middle East ◆ Respond to text being read aloud (i.e., remain alert, request more) ◆ Choose appropriate text to read or to have read aloud ◆ Activate an electronic device to access text, communicate with others, or participate in an instructional activity ◆ Turn attention toward another person ◆ Grasp, manipulate, and release objects ◆ Organize instructional materials ◆ Take turns appropriately during classroom discussion ◆ Respond to/initiate contacts with others ◆ Apply rules for appropriate classroom behavior ◆ Use appropriate social greetings ◆ Follow simple directions ◆ Identify self and/or others ◆ Initiate or respond to request for joint attention 	<ul style="list-style-type: none"> ◆ Give examples of geographic features represented on maps of the Middle East ◆ Locate the Middle East on a world map or globe ◆ Identify bodies of water on a map of the Middle East ◆ Discuss how the lack of rainfall in much of the Middle East affects people's lives ◆ Identify products from the Middle East and describe how they are used ◆ Identify/name the three major religions found in the Middle East ◆ Identify/name individual countries in the Middle East 	<ul style="list-style-type: none"> ◆ Locate countries in the Middle East on a world map or globe ◆ Discuss the importance of the Middle East to the development of Judaism, Christianity, and Islam ◆ Describe major geographic features in the Middle East ◆ Explain why oil resources play a major role in many Middle Eastern countries ◆ Associate the three major religions with the architecture of their places of worship ◆ Identify and explain how one or more countries in the Middle East became independent (use a variety of sources) 	<ul style="list-style-type: none"> ◆ Locate and name countries in the Middle East on a world map or globe ◆ Explain why the Middle East has been a center of conflict for centuries because of religious differences ◆ Explain how people have altered the geographic features of the Middle East in order to live, with special attention to irrigation projects ◆ Explain how the discovery of vast oil supplies in the early 20th century affected many Middle Eastern countries ◆ Examine and explain relations between the United States and the Middle East ◆ Explain how countries in the Middle East achieved independence <p style="text-align: right;"><i>Continue to address skills and concepts in this subject that approach grade-level expectations</i></p>

Instructional Idea based on Learning Standard WA.2

At grade 6, students are given an alphabetical list of countries and cities located in the Middle East and a blank map marked with outlines of the countries' borders. Students use globes or maps to locate the countries on the list and label the countries on their individual maps. Students then use the Internet to locate the country in the Middle East in which each city is listed. They label their maps with the names of the cities.

How all students can participate in this activity

Addressing Learning Standard(s) as written for this grade level	Possible Assessment Strategies and Portfolio Products
Christina uses a globe to find the countries on the alphabetical list and labels her map. She looks up the cities on the internet and labels her map with the names of the cities. She takes a quiz in which she is asked to label a map and describe the climate and major geographical features of the region.	<ul style="list-style-type: none"> • Data chart indicating Christina's ability to demonstrate knowledge of the locations of countries and cities in the Middle East, including quizzes, tests, and in-class and homework assignments • Christina's completed map showing cities and countries in the Middle East • Christina's quiz
Addressing Learning Standard(s) at lower levels of complexity (Entry Points)	Possible Assessment Strategies and Portfolio Products
Darren is given an alphabetical list of ten countries located in the Middle East and an enlarged blank map with outlines of those countries' borders. The map is labeled with the first letter of each country; spaces for the additional letters follow. He must fill in the remaining letters to label each country on the map. Darren also takes a modified quiz using visual aids to answer questions about areas on map and labeling countries on a blank map.	<ul style="list-style-type: none"> • Data chart indicating Darren's ability to label maps • Darren's completed map of the Middle East • Darren's completed quiz on the map of the Middle East
Addressing Access Skills embedded in academic instruction	Possible Assessment Strategies and Portfolio Products
Omar works on following one-step directions. He is given a sticker with the name of a Middle Eastern country. A peer tells him where to put the sticker on a blank map with country borders marked and he follows the directions.	<ul style="list-style-type: none"> • Field data chart indicating Omar's ability to follow one-step directions • Line or bar graph summarizing the field data chart • Omar's map labeled with stickers

CONTENT History and Social Science
TOPIC World Geography
Learning Standards for: Central and South Asia
THEMES

- The effects of geography on the history of civilizations and nations

Grade 6

Learning Standard as Written		Essence of Standard
CSA.1	On a map of the world, locate Central and South Asia. On a map of Central and South Asia, locate the Indian Ocean, the Arabian Sea, the Bay of Bengal, the Ganges River, the Indo-Gangetic Plain, the Northern Mountains, the Deccan Plateau, the Himalayan Mountains, and the Steppes. (G)	♦ Locate major geographic features of Central and South Asia
CSA.2	Use a map key to locate the countries and major cities in Central and South Asia. (G, E)	♦ Identify countries and major cities in Central and South Asia
CSA.3	Explain how the following five factors have influenced settlement and the economies of major Central and South Asian countries. (G, E) A. absolute and relative locations B. climate C. major physical characteristics D. major natural resources E. population size	♦ Explain how geographic features, climate, and population size affect life in Central and South Asia
CSA.4	Identify when India, Pakistan, Bhutan, Nepal, Bangladesh, Sri Lanka, and the Central Asian republics first became independent countries and explain how independence was achieved. Explain the relationship of the Central Asian republics to the former Soviet Union. (H, G)	♦ Identify how and when major Central and South Asia countries became independent

Plus optional topics listed in the *Massachusetts History and Social Science Curriculum Framework*

Possible ENTRY POINTS to Learning Standard(s) (and ACCESS SKILLS embedded in standards-based activities)

Less Complex

More Complex

ACCESS SKILLS	ENTRY POINTS	The student will:	The student will:
The student will:	The student will:	The student will:	The student will:
<ul style="list-style-type: none"> ◆ Use pictures to find a familiar location ◆ Identify topographical features such as mountains, rivers, deserts, and seas from pictures ◆ Sequence events to demonstrate understanding of time ◆ Match pictures of people in traditional dress from Central and South Asia ◆ Grasp, manipulate, and release objects related to products from Central and South Asia ◆ Respond to text being read aloud (i.e., remain alert, request more) ◆ Turn pages in a book or magazine ◆ Activate an electronic device to access text, communicate with others, or participate in an instructional activity ◆ Turn attention toward another person ◆ Grasp, manipulate, and release objects ◆ Organize instructional materials ◆ Take turns appropriately during classroom discussion ◆ Respond to/initiate contacts with others ◆ Apply rules for appropriate classroom behavior ◆ Use appropriate social greetings ◆ Follow simple directions ◆ Identify self and/or others ◆ Initiate or respond to request for joint attention 	<ul style="list-style-type: none"> ◆ Identify a map of Central and South Asia ◆ Give examples of geographic features represented on maps, such as mountains, in Central and South Asia ◆ Locate Central and South Asia on a world map or globe, with special attention to India ◆ Compare India's size and location with those of the United States ◆ Compare India's population with that of the United States ◆ Identify products from India and discuss how they are used ◆ Recognize how people live, dress (traditional dress), and work in India ◆ Identify and describe basic concepts of non-violence ◆ Identify Hinduism and Islam as major religions 	<ul style="list-style-type: none"> ◆ Locate the countries of Central and South Asia on a world map or globe, with special attention to India ◆ Compare India's size and population with those of the United States ◆ Identify India's varied geographic features and climate with special attention to monsoons ◆ Compare India's natural resources and agricultural products with those of the United States ◆ Describe problems caused by India's large population ◆ Describe the role of Gandhi in India's independence movement ◆ Describe the religious traditions of either Hinduism or Islam ◆ Respond to yes/no questions about India 	<ul style="list-style-type: none"> ◆ Identify countries located in Central and South Asia on a world map or globe with special attention to India ◆ Explain the role religion plays in India with special attention to Hinduism and conflict between Hindus and Muslims ◆ Describe the problems caused by India's large population and government efforts to solve these problems ◆ Compare daily life in an Indian city with daily life in rural areas of India ◆ Explain the role of Mohandes Gandhi in India's independence movement and discuss how Gandhi influenced the American civil rights movement, including non-violent resistance
			<p><i>Continue to address skills and concepts in this subject that approach grade-level expectations</i></p>

Instructional Idea based on Learning Standard CSA.3

At grade 6, students view pictures from India of the environment, people, and activities (<http://www.mcps.k12.md.us/curriculum/socialstd/grade7/india/india.html>). Questions about the pictures lead students to discuss people's occupations, activities, and customs in relation to the environment and climate. Students discuss their answers to the questions, then read descriptions of the photographs and discuss the questions in greater depth. Students are asked to write their answers to the questions and come up with their own questions. Students also locate the regions shown in the pictures on a map.

How all students can participate in this activity

Addressing Learning Standard(s) as written for this grade level	Possible Assessment Strategies and Portfolio Products
Brittany participates in a small group answering questions about the pictures. She then writes her own questions about each picture and researches the answers. Brittany indicates on a map the regions shown in the photos.	<ul style="list-style-type: none"> • Data chart indicating Brittany's knowledge of India including quizzes, tests, in class and homework assignments • Brittany's questions she created and their answers • Brittany's completed map
Addressing Learning Standard(s) at lower levels of complexity (Entry Points)	Possible Assessment Strategies and Portfolio Products
Josh answers modified questions about the photographs and creates one question for each photograph. He is shown on a map where the country of India is and colors the country in.	<ul style="list-style-type: none"> • Data chart indicating Josh's ability to verbally answer questions about pictures • Work sample showing Josh's questions about each photograph of India • Josh's work sample from speech and language activity answering questions about photographs
Addressing Access Skills embedded in academic instruction	Possible Assessment Strategies and Portfolio Products
Using sign language, Mario answers yes/no questions about objects found in the photographs (e.g., "Do you see a girl?").	<ul style="list-style-type: none"> • Data chart indicating Mario's ability to answer yes/no questions using sign language • Work sample of Mario's answers to questions about objects in photographs using a scribe • Work sample of Mario's yes/no answers to questions using a scribe

CONTENT History and Social Science

TOPIC World Geography

Learning Standards for: Southeast Asia and Oceania

THEMES

- The effects of geography on the history of civilizations and nations

Grade 6

Learning Standard as Written		Essence of Standard
SEAO.1	On a map of the world, locate Southeast Asia, the Indian Ocean, Australia, New Zealand, Antarctica, the major Pacific Islands, the Pacific Ocean, and the Coral Sea. On a map of Southeast Asia and Oceania, locate the Bay of Bengal, the South China Sea, the Great Victoria Desert, and the Great Barrier Reef. (G)	♦ Identify major geographic features of Southeast Asia and Oceania
SEAO.2	Use a map key to locate countries and major cities in the various regions of Southeast Asia, Australia, and the major Pacific Islands. (G, E)	♦ Locate countries and major cities in Southeast Asia and Oceania
SEAO.3	Explain how the following five factors have influenced settlement and the economies of major countries of Southeast Asia and Oceania. (G, E) A. absolute and relative locations B. climate C. major physical characteristics D. major natural resources E. population size	♦ Explain how geographic features, climate, and population size affect life in Southeast Asia and Oceania
SEAO.4	Identify when countries in Southeast Asia and Oceania became independent countries and describe how independence was achieved. (G, H)	♦ Identify how and when nations in Southeast Asia and Oceania became independent

Plus optional topics listed in the *Massachusetts History and Social Science Curriculum Framework*

Possible ENTRY POINTS to Learning Standard(s) (and ACCESS SKILLS embedded in standards-based activities)

Less Complex

More Complex



ACCESS SKILLS

The student will:

- ◆ Use pictures to find a familiar location
- ◆ Sequence events to demonstrate understanding of time
- ◆ Match picture to picture to identify climates of Southeast Asia and Oceania
- ◆ Match pictures of different geographic features from Southeast Asia and Oceania
- ◆ Respond to text being read aloud (i.e., remain alert, request more)
- ◆ Choose appropriate text to read or to have read aloud
- ◆ Orient to books/orient book right side up
- ◆ Activate an electronic device to access text, communicate with others, or participate in an instructional activity
- ◆ Turn attention toward another person
- ◆ Grasp, manipulate, and release objects relevant to instructional activity
- ◆ Take turns appropriately during classroom discussion
- ◆ Respond to/initiate contacts with others
- ◆ Apply rules for appropriate classroom behavior
- ◆ Use appropriate social greetings
- ◆ Follow simple directions
- ◆ Identify self and/or others
- ◆ Initiate or respond to request for joint attention

ENTRY POINTS

The student will:

- ◆ Give examples of geographic features represented on maps of Southeast Asia
- ◆ Locate Southeast Asia and Oceania on a world map or globe
- ◆ Demonstrate an understanding that Australia is an island country and a continent
- ◆ Identify Australia's geographic features and climate
- ◆ Identify reasons most Australians live on or near its coast
- ◆ Identify products from Australia and describe how they are used
- ◆ Identify how people live, work, and dress (traditional dress) in Australia

The student will:

- ◆ Locate countries of Southeast Asia and Oceania on a world map or globe with special attention to Australia
- ◆ Investigate and explain Australia's geographic features and climate and explain how they affect Australia's population distribution
- ◆ List major natural resources found in Australia, their uses, and their importance to Australia's economy
- Compare daily life in Australia's outback with daily life in its cities
- Describe the history and culture of Australia's Aborigine peoples
- Create a timeline showing when nations in Southeast Asia and Oceania gained their independence

The student will:

- ◆ Locate countries of Southeast Asia and Oceania on a world map or globe with special attention to Australia
- ◆ Investigate and explain the history and culture of Australia's Aborigine peoples
- ◆ Develop a timeline that shows important events in Australia's history
- ◆ Explain why trade was and is important to Australia's economy as an island nation
- ◆ Identify the importance of specific industries to Australia's economy, e.g., agriculture, mining, tourism
- ◆ Identify how and when nations found in Southeast Asia and Oceania became independent

Continue to address skills and concepts in this subject that approach grade-level expectations

Instructional Idea based on Learning Standard SEAO.2

At grade 6, students create trivia facts for a game about Southeast Asia and Oceania and participate in the game as part of a class activity. During the game, students are divided into four groups with each group chooses a particular country. Each group is given a chance to field yes/no questions from the other groups, who have to determine which country the group has chosen. The group that guesses correctly gets 5 points. Each group is given a map to use as a guide.

How all students can participate in this activity

Addressing Learning Standard(s) as written for this grade level	Possible Assessment Strategies and Portfolio Products
Nelson participates in the creation of trivia facts about Southeast Asia. He then plays the geography game with his class.	<ul style="list-style-type: none"> • Data chart indicating Nelson's knowledge of the geography of Southeast Asia • Nelson's trivia facts • Work sample of Nelson's responses to questions asked during geography game
Addressing Learning Standard(s) at lower levels of complexity (Entry Points)	Possible Assessment Strategies and Portfolio Products
Delu participates in the geography game with her class. She is learning to read the names of countries on the map. When her team is ready to guess the name of a country, a teammate points to the country on the map and Delu reads the name out loud.	<ul style="list-style-type: none"> • Field data chart indicating Delu's performance accurately reading names of countries during classroom games and during small group instruction • Line or bar graph summarizing the field data chart • Audiotape of Delu reading the names of countries
Addressing Access Skills embedded in academic instruction	Possible Assessment Strategies and Portfolio Products
Iris participates in the geography game with her class. She is working with a peer on taking turns during the game. She keeps track of which group's turn it is by handing a card to the team whose turn it is to participate.	<ul style="list-style-type: none"> • Field data chart showing Iris's performance taking turns during classroom game • Line or bar graph summarizing field data chart • Teacher-scribed work sample documenting Iris's taking turns with her peer

CONTENT History and Social Science
TOPIC World Geography
Learning Standards for: North and East Asia

THEMES

- The effects of geography on the history of civilizations and nations

Grade 6

Learning Standard as Written		Essence of Standard
NEA.1	On a map of the world, locate North and East Asia, the Pacific Ocean, and the Arctic Ocean. On a map of East Asia, locate the Sea of Japan, the Yellow Sea, the East China Sea, the Gobi Desert, the Himalayas, and the Huang He (Yellow) and Chang Jiang (Yantgtze) Rivers. On a map of North Asia, locate Siberia and the Yenisey, Lena, and Kolyma rivers. (G)	♦ Identify major geographic features of North and East Asia
NEA.2	Use a map key to locate the countries and major cities in the various regions of East Asia. (G, E)	♦ Locate countries and cities in North and East Asia
NEA.3	Explain how the following five factors have influenced settlement and the economies of major East Asian countries. (G, E) A. absolute and relative locations B. climate C. major physical characteristics D. major natural resources E. population size	♦ Explain how geographic features affect life in North and East Asia
NEA.4	Identify when Taiwan, North Korea, South Korea, and Mongolia became independent countries and describe how independence was achieved. (G, H)	♦ Identify how and when countries in North and East Asia became independent

Plus optional topics listed in the *Massachusetts History and Social Science Curriculum Framework*

Possible ENTRY POINTS to Learning Standard(s) (and ACCESS SKILLS embedded in standards-based activities)

Less Complex

More Complex



ACCESS SKILLS
The student will:

- ◆ Use pictures to find a familiar location
- ◆ Match picture to picture to identify geographical features (e.g., mountains, rivers)
- ◆ Respond to text being read aloud (e.g., remain alert, request more)
- ◆ Choose appropriate text to read or to have read aloud
- ◆ Orient to books/orient book right side up
- ◆ Turn pages in a book or magazine
- ◆ Activate an electronic device to access text, communicate with others, or participate in an instructional activity
- ◆ Turn attention toward another person
- ◆ Grasp, manipulate, and release objects
- ◆ Organize instructional materials
- ◆ Take turns appropriately during classroom discussion
- ◆ Respond to/initiate contacts with others
- ◆ Apply rules for appropriate classroom behavior
- ◆ Use appropriate social greetings
- ◆ Follow simple directions
- ◆ Identify self and/or others
- ◆ Initiate or respond to request for joint attention

ENTRY POINTS
The student will:

- ◆ Give examples of geographic features represented on maps of North and East Asia, especially islands and peninsulas
- ◆ Locate North and East Asia on a world map or globe
- ◆ Compare the land areas of countries located in North and East Asia
- ◆ Compare the population sizes of countries located in North and East Asia, with special attention to China
- ◆ Recognize products from North and East Asia and describe how these are used
- ◆ Compare life in the cities to life in the rural areas of North and East Asia
- ◆ Identify items imported to China, Japan, or South Korea

The student will:

- ◆ Locate countries in North and East Asia on a world map or globe
- ◆ Select one country in North and East Asia and investigate how its geographic features and climate affect where people live
- ◆ For the country selected, compare its geographic features, climate, and natural resources to those of the United States
- ◆ For the country selected, compare ways of life in its cities and rural areas to that of the United States
- ◆ Identify some items imported and explain the importance of those imports to Japan, China, and South Korea
- ◆ Identify and explain one or two problems caused by China's large population, and some suggested solutions

The student will:

- ◆ Locate countries in North and East Asia on a world map or globe
- ◆ Identify which North and East Asian countries are islands or peninsulas
- ◆ List the natural resources found in North and East Asian countries and compare them to the United States
- ◆ Describe the importance of imports to Japan's economy
- ◆ Explain problems China's large population creates and how its government seeks to solve these problems
- ◆ Develop a list of products exported to and imported from North and East Asian countries, with special attention to China, Japan, and South Korea, and explain their importance

Continue to address skills and concepts in this subject that approach grade-level expectations

Instructional Idea based on Learning Standard NEA.2

At grade 6, students research the countries in East Asia and develop a travel brochure for each country that lists specific facts about the country. Students will use the information they gather to create a key for a map of East Asia. Students receive copies of all of the brochures created by the class and use these brochures to label their individual blank map with symbols from the key they developed together.

How all students can participate in this activity

Addressing Learning Standard(s) as written for this grade level	Possible Assessment Strategies and Portfolio Products
Paige creates a travel brochure for Mongolia listing its climate, major physical characteristics, major cities, and activities. Students decide together which facts will be listed in a key for their travel brochure.	<ul style="list-style-type: none"> • Data chart showing Paige's ability to demonstrate knowledge of East Asia, including quizzes, tests, classwork, and homework assignments • Paige's completed brochure for Mongolia • Paige's completed map
Addressing Learning Standard(s) at lower levels of complexity (Entry Points)	Possible Assessment Strategies and Portfolio Products
Saul is given a simple map of East Asia with countries and bodies of water labeled. He looks at each country and is told which items on the key are found in that country. He finds that symbol on the key and draws the symbol on the map.	<ul style="list-style-type: none"> • Data chart showing Saul's progress using map keys • Saul's completed map of East Asia • Videotape of Saul answering questions about the map using the key
Addressing Access Skills embedded in academic instruction	Possible Assessment Strategies and Portfolio Products
David is shown a map key with symbols and pictures of the items represented by the symbols. David is asked to identify the items in the pictures.	<ul style="list-style-type: none"> • Field data chart showing David's ability to expressively identify objects • Line or bar graph summarizing the field data chart • Work sample created by scribe writing David's responses identifying pictures on map key

CONTENT History and Social Science

TOPIC World Geography

Learning Standards for: Europe

THEMES

- The effects of geography on the history of civilizations and nations

Grade 6

Learning Standard as Written		Essence of Standard
E.1	On a map of the world, locate the continent of Europe. On a map of Europe, locate the Atlantic Ocean, Arctic Ocean, Norwegian Sea, and Barents Sea. Locate the Volga, Danube, Ural, Rhine, Elbe, Seine, Po, and Thames Rivers. Locate the Alps, Pyrenees, and Balkan Mountains. Locate the countries in the northern, southern, central, eastern, and western regions of Europe.	♦ Identify major European geographic features
E.2	Use a map key to locate countries and major cities in Europe. (G)	♦ Locate European countries and major cities
E.3	Explain how the following five factors have influenced settlement and the economies of major European countries. (G, E) A. absolute and relative locations B. climate C. major physical characteristics D. major natural resources E. population size	♦ Identify how geographic features, climate, and population size affect life in Europe

Plus optional topics listed in the *Massachusetts History and Social Science Curriculum Framework*

Possible ENTRY POINTS to Learning Standard(s) (and ACCESS SKILLS embedded in standards-based activities)

Less Complex

More Complex



ACCESS SKILLS
The student will:

- ◆ Use pictures to find a familiar location
- ◆ Identify geographic features on a topographical map
- ◆ Demonstrate understanding of an economy (e.g., trade, barter, earning money or tokens, and or buying/selling)
- ◆ Match picture to picture to identify symbols found on various maps
- ◆ Respond to text being read aloud (i.e., remain alert, request more)
- ◆ Choose appropriate text to read or to have read aloud
- ◆ Orient to books/orient book right side up
- ◆ Activate an electronic device to access text, communicate with others, or participate in an instructional activity
- ◆ Turn attention toward another person
- ◆ Grasp, manipulate, and release objects
- ◆ Take turns appropriately during classroom discussion
- ◆ Respond to/initiate contacts with others
- ◆ Apply rules for appropriate classroom behavior
- ◆ Use appropriate social greetings
- ◆ Follow simple directions
- ◆ Identify self and/or others
- ◆ Initiate or respond to request for joint attention

ENTRY POINTS
The student will:

- ◆ Give examples of geographic features represented on maps or globes of Europe
- ◆ Locate Europe on a world map or globe
- ◆ Identify Europe's major geographic features, especially oceans, rivers, and mountains
- ◆ Identify major European cities
- ◆ Identify countries located in Europe
- ◆ Select a European country and identify its geographic features and climate
- ◆ Recognize products from Europe and describe how they are used

The student will:

- ◆ Locate Europe on a world map or globe and describe its location
- ◆ Locate and identify the countries that make up the continent of Europe
- ◆ Locate and identify major European cities
- ◆ Using a variety of resources, examine Europe's varied climates and geographic features and explain how they affect where people live and their types of employment
- ◆ List major European natural resources, their uses, and their importance to Europe's economy

The student will:

- ◆ Locate Europe on a world map or globe and divide the continent into regions based on geographic features and climate
 - ◆ Locate and identify major European countries and cities
 - ◆ Explain why Europe's abundant natural resources have helped to create its advanced industrialized economy
 - ◆ Discuss the concepts of "union" and "united" as they relate to the European Union and the United States
- Continue to address skills and concepts in this subject that approach grade-level expectations*

Instructional Idea based on Learning Standard E.1

At grade 6, students research various foods, as well as indigenous plants and animals, from different countries in Europe, and then use their research to create a design for a "theme" restaurant (<http://www.nytimes.com/learning/teachers/lessons/20020626wednesday>).

How all students can participate in this activity

Addressing Learning Standard(s) as written for this grade level	Possible Assessment Strategies and Portfolio Products
<p>Minh creates a journal entry about the most unusual food dish she has ever eaten and her research to determine the country where the dish originated and its recipe. She contributes her recipe to a small group activity of creating a menu for a restaurant serving dishes from different countries in Europe. The group's menu includes a map of Europe and a key showing where each dish on the menu originated. Students have a "restaurant day" during which each group will prepares one dish from their menu to share with the class.</p>	<ul style="list-style-type: none"> • Data chart showing Minh's ability to demonstrate knowledge of European geography including quizzes, tests, and in-class and homework assignments • Minh's journal entry about her most unusual dish and her research on its country of origin • Minh's draft of the menu she created for the group project
Addressing Learning Standard(s) at lower levels of complexity (Entry Points)	Possible Assessment Strategies and Portfolio Products
<p>Perry creates a journal entry answering questions about foods from different countries in Europe and whether he likes, doesn't like, or has never tried each food item. He then uses a map created by his peers that includes a picture of a food from each country in Europe. He uses a key to color each country based on whether he likes, doesn't like, or has never tried the food shown.</p>	<ul style="list-style-type: none"> • Data chart showing Perry's ability to use map keys to find or show information • Perry's color-coded map of Europe based on foods • Perry's work sample in which he used a key to answer questions about a map of Europe and the plants and animals found in the different countries
Addressing Access Skills embedded in academic instruction	Possible Assessment Strategies and Portfolio Products
<p>Bo is shown pictures on a key for a map of Europe. In a small group activity he is asked to identify the pictures.</p>	<ul style="list-style-type: none"> • Field data chart indicating Bo's ability to identify pictures on maps • Line or bar graph summarizing the field data chart • Bo's work sample created by peer scribing his answers to questions about pictures on the key to a map of Europe

CONTENT History and Social Science
TOPIC World Geography
Learning Standards for: South America
THEMES

- The effects of geography on the history of civilizations and nations

Grade 6

Learning Standard as Written		Essence of Standard
SAM.1	On a map of the world, locate South America and the Atlantic and Pacific Oceans. On a map of South America, locate the Amazon, the Andes Mountains, Cape Horn, and the southern, northern, eastern, and western regions of South America. (G)	♦ Identify South America's major geographic features and regions
SAM.2	Use a map key to locate the countries and major cities of South America. (G, E)	♦ Locate South American countries and major cities
SAM.3	Explain how the following five factors have influenced settlement and the economies of major South American countries. A. absolute and relative locations B. climate C. major physical characteristics D. major natural resources E. population size	♦ Identify how geography, climate, and population size has influenced the economies and settlement patterns of South America
SAM.4	Identify when South American countries became independent nations and explain how independence was achieved. (H, G)	♦ Identify when and how South American nations achieved independence

Plus optional topics listed in the *Massachusetts History and Social Science Curriculum Framework*

Possible ENTRY POINTS to Learning Standard(s) (and ACCESS SKILLS embedded in standards-based activities)

Less Complex

More Complex



ACCESS SKILLS The student will:	ENTRY POINTS The student will:	The student will:	The student will:
<ul style="list-style-type: none"> ◆ Use pictures to find a familiar location ◆ Match colors and/or shapes on a map of South America ◆ Identify major geographical features by matching picture to picture ◆ Grasp, manipulate, and release objects related to South America ◆ Respond to text being read aloud (i.e., remain alert, request more) ◆ Choose appropriate text to read or to have read aloud ◆ Orient to books/orient book right side up ◆ Turn pages in a book or magazine ◆ Activate an electronic device to access text, communicate with others, or participate in an instructional activity ◆ Turn attention toward another person ◆ Organize instructional materials ◆ Take turns appropriately during classroom discussion ◆ Respond to/initiate contacts with others ◆ Apply rules for appropriate classroom behavior ◆ Use appropriate social greetings ◆ Follow simple directions ◆ Identify self and/or others ◆ Initiate or respond to request for joint attention 	<ul style="list-style-type: none"> ◆ Give examples of South American geographic features represented on a map or globe ◆ Locate South America on a map ◆ Locate South America's major rivers, mountain ranges, and grasslands ◆ Identify and list important facts about South American rainforests ◆ Identify/locate/name countries in South America ◆ Identify/locate/name major cities in South America ◆ Identify the Andes Mountains and list important facts about the Andes Mountains ◆ Identify the Amazon River and list important facts about the Amazon River ◆ Recognize products of South America and describe how they are used 	<ul style="list-style-type: none"> ◆ Locate South America on a world map or globe and identify its major geographic features ◆ Recognize that South America is a continent where many countries are located ◆ Identify South America's major natural resources, their uses, and their importance to the continent's economy, including rainforests ◆ Discuss the significance of Spain and Portugal to the political history and culture of South America ◆ Select either the Andes Mountains or the Amazon River and describe its effects on life in South America 	<ul style="list-style-type: none"> ◆ Locate South America on a world map or globe and discuss how its varied geographic features, natural resources, and climate affect its economy ◆ Investigate South American rainforests and their importance to Earth's environment ◆ Examine and explain economic and political relations between the United States and South America ◆ Select a South American country and trace its colonial past to when it became an independent country <p style="text-align: right;"><i>Continue to address skills and concepts in this subject that approach grade-level expectations</i></p>

Instructional Idea based on Learning Standards SAM.4

At grade 6, students read about the history of South American countries in their textbook and other assigned texts. Each student then develops a timeline showing the dates and events leading to independence of the countries in South America. Students individually create color-coded maps referring to the timeline and the order in which the countries gained independence.

How all students can participate in this activity

Addressing Learning Standard(s) as written for this grade level	Possible Assessment Strategies and Portfolio Products
Tiffany creates a timeline to show the events leading to the independence of three countries in South America. Using the timeline, she creates a color-coded key and map of South America showing the order in which these countries gained independence.	<ul style="list-style-type: none"> • Data chart showing Tiffany's ability to demonstrate knowledge of history of South America including quizzes, tests, and in-class and homework assignments • Tiffany's timeline of South American history for three countries • Tiffany's color-coded map for three countries in South America
Addressing Learning Standard(s) at lower levels of complexity (Entry Points)	Possible Assessment Strategies and Portfolio Products
Sergio is provided with a timeline already created by another student showing the dates countries in South America achieved independence. Sergio colors each date a different color to create a key for a map, then colors in the map based on his key.	<ul style="list-style-type: none"> • Data chart showing Sergio's ability to use map keys to find information about countries or regions • Sergio's color-coded map of South America • Work sample created by answering questions about the chronology of countries' independence using the map as a guide
Addressing Access Skills embedded in academic instruction	Possible Assessment Strategies and Portfolio Products
Casey is shown a color-coded map of South America created by another student. Casey is given a timeline with dates color-coded to match the countries' dates of independence on the map. Casey's peer cuts up the timeline by dates, and Casey must match the colors on the dates to the colors of the countries on the map.	<ul style="list-style-type: none"> • Data chart showing Casey's ability to color-match • Work sample created by matching colors to put together a puzzle map of South America and its countries • Casey's completed map showing dates of independence for South American countries

CONTENT History and Social Science

TOPIC Ancient and Classical Civilizations in the Mediterranean to the Fall of the Roman Empire: Ideas that Shaped History

Learning Standards for: Human Origins in Africa through the Neolithic Age

THEMES

- The effects of geography on the history of civilizations and nations
- The birth, growth, and decline of civilizations

Grade 7

Learning Standard as Written		Essence of Standard
7.1	Describe the great climatic and environmental changes that shaped the earth and eventually permitted the growth of human life. (H)	◆ Identify changes in the Earth's climate and environment that permitted the growth of human life
7.2	Identify sites in Africa where archaeologists have found evidence of the origins of modern human beings and describe what the archaeologists found. (G, H)	◆ Identify evidence found in Africa of the first humans
7.3	Describe the characteristics of the hunter-gatherer societies of the Paleolithic Age (their use of tools and fire, basic hunting weapons, beads and other jewelry). (H)	◆ Describe the essential characteristics of early hunter-gatherer societies
7.4	Explain the importance of the invention of metallurgy and agriculture (the growing of crops and the domestication of animals). (H)	◆ Explain the invention of metals and agriculture
7.5	Describe how the invention of agriculture related to settlement, population growth, and the emergence of civilization. (H)	◆ Describe how agriculture affected settlement, population, and civilization
7.6	Identify the characteristics of civilizations. (H, G, E) A. the presence of geographic boundaries and political institutions B. an economy that produces food surpluses C. a concentration of population in distinct areas or cities D. the existence of social classes E. developed systems of religion, learning, art, and architecture F. a system of record keeping	◆ Identify the birth and essential characteristics of civilization

Possible ENTRY POINTS to Learning Standard(s) (and ACCESS SKILLS embedded in standards-based activities)

Less Complex

More Complex



ACCESS SKILLS

The student will:

- ◆ Sequence events by creating a timeline to demonstrate understanding of time
- ◆ Match picture to picture to identify natural resources
- ◆ Demonstrate that objects have value
- ◆ Search through sand to locate objects, as would an archaeologist
- ◆ Respond to text being read aloud (i.e., remain alert, request more)
- ◆ Choose appropriate text to read or to have read aloud
- ◆ Orient to books/orient book right side up
- ◆ Turn pages in a book or magazine
- ◆ Activate an electronic device to access text, communicate with others, or participate in an instructional activity
- ◆ Turn attention toward another person
- ◆ Grasp, manipulate, and release objects
- ◆ Take turns appropriately during classroom discussion
- ◆ Respond to/initiate contacts with others
- ◆ Apply rules for appropriate classroom behavior
- ◆ Use appropriate social greetings
- ◆ Follow simple directions
- ◆ Identify self and/or others
- ◆ Initiate or respond to request for joint attention

ENTRY POINTS

The student will:

- ◆ Locate Africa on a map or globe
- ◆ Give examples of the geographic features of Africa represented on a map and/or globe
- ◆ Recognize that Africa is one of Earth's continents
- ◆ Demonstrate the concept of sequence of historical events by using a timeline to show human growth/development in Africa
- ◆ Compare pictures of what scientists believe the earliest humans looked like with humans today and identify similarities/differences
- ◆ Identify food, shelter, and clothing used by the hunter-gathers in early Africa; compare to modern-day food, shelter, and clothing

The student will:

- ◆ Use a map or globe to locate Africa
- ◆ Give examples of the geographic features of Africa represented on a map and/or globe
- ◆ Recognize and explain that scientists believe human life began in Africa a long time ago because of skeletons and artifacts found there
- ◆ Discuss how the earliest humans survived as hunter-gatherers
- ◆ Discuss how climate and environment affected human growth in Africa
- ◆ Identify how humans long ago grew food, built shelters, and clothed themselves compared with how they do so today

The student will:

- ◆ Examine maps of Africa and other world regions and identify where scientists believe the earliest humans existed
- ◆ Discuss how the earliest humans survived as hunter-gatherers
- ◆ Discuss how climate and environment affected human growth in Africa
- ◆ Examine pictures of artifacts that help scientists understand how the earliest humans lived
- ◆ Investigate why the ability to grow excess food and domesticate animals helped people build the first cities thousands of years ago
- ◆ Compare/contrast how humans long ago grew food, built shelters, and clothed themselves with how they do so today

Continue to address skills and concepts in this subject that approach grade-level expectations

Instructional Idea based on Learning Standards 7.2

At Grade 7, students watch a video about the search for human origins in Africa. Before watching the video they predict where locations of archaeological finds will be. After watching the video, students are given blank maps of Africa, on which they mark the locations of important finds in the search for early human remains. The students record the date and details of each find on a separate sheet of paper, and then answer questions about what they have learned.

How all students can participate in this activity

Addressing Learning Standard(s) as written for this grade level	Possible Assessment Strategies and Portfolio Products
Adriano watches the video in class and marks the finds and dates of the archeological finds on his map. He then answers questions in writing about what he has learned.	<ul style="list-style-type: none"> • Data chart indicating Adriano's ability to locate archaeological finds on a map • Adriano's notes on details of finds • Adriano's completed questionnaire
Addressing Learning Standard(s) at lower levels of complexity (Entry Points)	Possible Assessment Strategies and Portfolio Products
Julie watches the video with peers. Pictures of the different finds from the video are placed on a board in front of her. When she sees a find on the video for which she also has a picture, she picks up the picture and hands it to a peer. The peer then helps her find the correct location on the map. Julie then completes a form on which she labels the pictures of the finds, with help from a peer who also scribes her responses.	<ul style="list-style-type: none"> • Data chart indicating Julie's ability to correctly choose pictures • Julie's completed map • Julie's completed form of labeled pictures
Addressing Access Skills embedded in academic instruction	Possible Assessment Strategies and Portfolio Products
Philip is working on attention skills. He watches the video with his peers. Philip is prompted to look in the direction of the video. He is then shown pictures of finds from the video. He looks in the direction of the pictures, and then places pictures inside a square on a form.	<ul style="list-style-type: none"> • Data chart indicating Philip's attention span during video • Work sample of pictures placed inside the square by Philip • Videotape of Philip placing pictures inside the square

**History and
Social Science**

*Mesopotamia: Site of
Several Ancient River
Civilizations, c. 3500–
1200 BC/BCE*

Grade 7

CONTENT History and Social Science

TOPIC Ancient and Classical Civilizations in the Mediterranean to the
Fall of the Roman Empire: Ideas that Shaped History

Learning Standards for: Mesopotamia: Site of Several Ancient River Civilizations,
c. 3500–1200 BC/BCE

THEMES

- The effects of geography on the history of civilizations and nations
- The birth, growth, and decline of civilizations

Grade 7

Learning Standard as Written		Essence of Standard
7.7	On a historical map, locate the Tigris and Euphrates Rivers and identify Sumer, Babylon, and Assyria as successive civilizations and empires in this region, and explain why the region is sometimes called “the Fertile Crescent.” On a modern map of western Asia, identify the modern countries in the region (Iraq, Iran, and Turkey). (H, G, E)	<ul style="list-style-type: none"> ◆ Identify the climate and physical geography of Mesopotamia, including the importance and location of the Tigris and Euphrates Rivers ◆ Locate ancient civilizations in the Tigris and Euphrates region (the Fertile Crescent) and the modern countries in the region
7.8	Identify polytheism (the belief that there are many gods) as the religious belief of the people in Mesopotamian civilizations. (H)	<ul style="list-style-type: none"> ◆ Identify characteristics of polytheism as the religion in Mesopotamia
7.9	Describe how irrigation, metalsmithing, slavery, the domestication of animals, and inventions such as the wheel, the sail, and the plow contributed to the growth of Mesopotamian civilizations. (H, E)	<ul style="list-style-type: none"> ◆ Describe growth and essential characteristics of Mesopotamian civilization
7.10	Describe the important achievements of Mesopotamian civilization. (H, C, E) A. its system of writing (and its importance in record keeping and tax collection) B. monumental architecture (the ziggurat) C. art (large relief sculpture, mosaics, and cylinder seals)	<ul style="list-style-type: none"> ◆ Describe important achievements of Mesopotamian civilization, including its architecture, art, writing system, and the invention of the wheel
7.11	Describe who Hammurabi was and explain the basic principle of justice in Hammurabi’s Code (“an eye for an eye”). (H, C, E)	<ul style="list-style-type: none"> ◆ Describe the Code of Hammurabi, the first known example of written law

Possible ENTRY POINTS to Learning Standard(s) (and ACCESS SKILLS embedded in standards-based activities)

Less Complex

More Complex



ACCESS SKILLS
The student will:

- ◆ Identify same and different rules using pictures
- ◆ Match picture to picture using photographs of architecture from Mesopotamia
- ◆ Demonstrate the concept of sequence of historical events by using a timeline
- ◆ Grasp, manipulate, and release objects to help create a map of Mesopotamia
- ◆ Respond to text being read aloud (i.e., remain alert, request more)
- ◆ Choose appropriate text to read or to have read aloud
- ◆ Activate an electronic device to access text, communicate with others, or participate in an instructional activity
- ◆ Turn attention toward another person
- ◆ Organize instructional materials
- ◆ Take turns appropriately during classroom discussion
- ◆ Respond to/initiate contacts with others
- ◆ Apply rules for appropriate classroom behavior
- ◆ Use appropriate social greetings
- ◆ Follow simple directions
- ◆ Identify self and/or others
- ◆ Initiate or respond to request for joint attention

ENTRY POINTS
The student will:

- ◆ Identify a map of Mesopotamia
- ◆ Identify geographic features of Mesopotamia represented on maps and/or globes (modern-day Iraq, Iran and Turkey)
- ◆ Use a timeline to show achievements of the Mesopotamian civilization
- ◆ Identify rivers of Mesopotamia represented on maps and globes
- ◆ Explain reasons rivers were important to human activities in Mesopotamia
- ◆ Discuss the importance of rules in Mesopotamian society

The student will:

- ◆ Use a map or globe to locate ancient Mesopotamia (modern-day Iraq, Iran, and Turkey)
- ◆ Identify the Tigris and Euphrates Rivers and the Fertile Crescent on a map or globe
- ◆ Explain why the Tigris and Euphrates Rivers were important to people in ancient Mesopotamia
- ◆ Discuss how and why people worshiped gods in ancient Mesopotamia
- ◆ Discuss the importance of the ancient Mesopotamian's ability to write
- ◆ Explain the importance of technology or architecture to the ancient Mesopotamians
- ◆ Identify key points of Hammurabi's Code; select one or two pieces of Hammurabi's code and relate it/them to modern-day laws

The student will:

- ◆ Examine and explain the importance of the Tigris and Euphrates Rivers to ancient Mesopotamia
- ◆ Explain why the Fertile Crescent was home to some of the earliest advanced civilizations
- ◆ Identify the characteristics of religious beliefs in ancient Mesopotamia
- ◆ Identify and explain the essential characteristics of Mesopotamian society such, as irrigation, metalsmithing, slavery, and animal domestication
- ◆ Examine the achievements of the ancient Mesopotamians in the areas of writing, technology, and architecture
- ◆ Discuss the importance of Hammurabi's Code as the first known example of written laws and its relation to modern-day laws

Continue to address skills and concepts in this subject that approach grade-level expectations

Instructional Idea based on Learning Standard 7.11

At Grade 7, students read parts of Hammurabi's Code of Laws. The class discusses whether they think Hammurabi's Code of Laws is reasonable, how it compares to laws and punishments today, and which set of laws they feel is more likely to deter crime. Students then choose five of Hammurabi's Laws and edit them to make them appropriate for the modern world (<http://members.aol.com/donnandlee/index.html>).

How all students can participate in this activity

Addressing Learning Standard(s) as written for this grade level	Possible Assessment Strategies and Portfolio Products
<p>Miguel is given a shortened list of Hammurabi's Code of Laws and a list of crimes. He matches the crimes to the punishments. He then participates in a small group discussion about his findings. He reflects about his findings enters his reflections into his journal. He answers specific questions about ancient and modern times.</p>	<ul style="list-style-type: none"> • Data chart indicating Miguel's ability to match crimes to appropriate punishments • Miguel's journal entry • Work sample of Miguel's answers to questions about ancient and modern laws
Addressing Learning Standard(s) at lower levels of complexity (Entry Points)	Possible Assessment Strategies and Portfolio Products
<p>Jean is given a list of rules and a list of consequences with picture cues. He matches the rules to the consequences. He then participates in a small group discussion about which rules are fair and which rules are unfair. In his journal, he completes sentences about the classroom rules and whether he agrees with them, and why or why not. Jean then edits a rule he doesn't like from the list to make it fairer.</p>	<ul style="list-style-type: none"> • Data chart indicating Jean's ability to match rules to consequences • Jean's journal entry completing sentences • Jean's edited class rules
Addressing Access Skills embedded in academic instruction	Possible Assessment Strategies and Portfolio Products
<p>Dannika is working on answering yes/no questions. She is shown pictures of different classroom behaviors (e.g., child throwing a book, child sitting in chair) and asked, "Is this good behavior?" She answers yes or no by nodding her head. A peer repeats the activity with her and places "yes" pictures in a journal of "good" behaviors.</p>	<ul style="list-style-type: none"> • Data chart showing Dannika's ability to answer yes/no questions in different contexts • Work sample of Dannika's responses to yes/no questions • Dannika's journal with pictures of "good" behaviors

CONTENT History and Social Science

TOPIC Ancient and Classical Civilizations in the Mediterranean to the Fall of the Roman Empire: Ideas that Shaped History

Learning Standards for: Egypt: An Ancient River Civilization, c. 3000–1200 BC/BCE

THEMES

- The effects of geography on the history of civilizations and nations
- The birth, growth, and decline of civilizations

Grade 7

Learning Standard as Written		Essence of Standard
7.12	On a historical map of the Mediterranean region, locate the Mediterranean and Red Seas, the Nile River and Delta, and the areas of ancient Nubia and Egypt. Identify the locations of ancient Upper and Lower Egypt and explain what the terms mean. On a modern map, identify the modern countries of Egypt and Sudan. (G)	<ul style="list-style-type: none"> ◆ Identify the geography of ancient Egypt, including the importance of the Nile River to Egyptian civilization ◆ Locate Upper and Lower Egypt
7.13	Describe the kinds of evidence used by archaeologists and historians to draw conclusions about the social and economic characteristics of ancient Nubia (the Kingdom of Kush) and their relationship to the social and economic characteristics of ancient Egypt. (H, G)	<ul style="list-style-type: none"> ◆ Describe important archaeological discoveries from ancient Egypt
7.14	Describe the role of the pharaoh as god/king, the concept of dynasties, the importance of at least one Egyptian ruler, the relationship of pharaohs to peasants, and the role of slaves in ancient Egypt. (H, C)	<ul style="list-style-type: none"> ◆ Explain the significance of pharaohs in ancient Egypt
7.15	Describe the polytheistic religion of ancient Egypt with respect to beliefs about death, the afterlife, mummification, and the roles of different deities. (H)	<ul style="list-style-type: none"> ◆ Describe religion in ancient Egypt
7.16	Summarize important achievements of Egyptian civilization. (H) <ul style="list-style-type: none"> A. the agricultural system B. the invention of a calendar C. monumental architecture and art such as the Pyramids and Sphinx at Giza D. hieroglyphic writing E. the invention of papyrus 	<ul style="list-style-type: none"> ◆ Identify significant achievements of the ancient Egyptians

Possible ENTRY POINTS to Learning Standard(s) (and ACCESS SKILLS embedded in standards-based activities)

Less Complex

More Complex



ACCESS SKILLS
The student will:

- ◆ Matching picture to picture, identify important archaeological pieces from ancient Egypt
- ◆ Practice taking turns during classroom games about historical events in ancient Egypt
- ◆ Follow one-step directions to sequence pictures of ancient Egypt
- ◆ Respond to text being read aloud (i.e., remain alert, request more)
- ◆ Choose appropriate text to read or to have read aloud
- ◆ Orient to books/orient book right side up
- ◆ Turn pages in a book or magazine
- ◆ Activate an electronic device to access text, communicate with others, or participate in an instructional activity
- ◆ Turn attention toward another person
- ◆ Grasp, manipulate, and release objects
- ◆ Organize instructional materials
- ◆ Respond to/initiate contacts with others
- ◆ Apply rules for appropriate classroom behavior
- ◆ Use appropriate social greetings
- ◆ Identify self and/or others
- ◆ Initiate or respond to request for joint attention

ENTRY POINTS
The student will:

- ◆ Identify the geographic features of Egypt represented on maps and globes
- ◆ Demonstrate the concept of sequence of historical events by using a timeline to show achievements of the ancient Egyptians
- ◆ Locate the Mediterranean Sea, Egypt, and the Nile River on a map of Egypt or a globe
- ◆ Describe what life was like in ancient Egypt along the Nile River
- ◆ Compare life along the Nile in ancient Egypt to life in modern Egypt or to life in the United States
- ◆ Compare writing (hieroglyphics) from ancient Egypt to writing today
- ◆ Describe how ancient Egyptians grew food
- ◆ Identify an Egyptian pyramid
- ◆ Explain why the Egyptians built pyramids

The student will:

- ◆ Locate the Nile River and Mediterranean Sea on a map or globe and explain the importance of one or both
- ◆ Identify and describe artifacts that archaeologists study to learn about ancient life along the Nile River
- ◆ Identify the different classes of people in ancient Egyptian society; describe one in detail
- ◆ Discuss the role of the pharaoh in ancient Egypt
- ◆ Explain the importance of religion in ancient Egypt
- ◆ Recognize that ancient Egyptians used hieroglyphics to record important events
- ◆ Discuss how ancient Egyptians used the Nile River to support their way(s) of life
- ◆ Explain the importance of pyramids in ancient Egyptian life

The student will:

- ◆ Discuss the importance of the Nile River to life in ancient Egypt
 - ◆ Explain the significance and role of religion to the lives of ancient Egyptians
 - ◆ Discuss the significance of the pharaoh in ancient Egypt and the belief that he was a living god
 - ◆ Examine how ancient Egyptian society was divided into classes of people and the role each class played in society
 - ◆ Examine the scientific, technological, and architectural achievements of the ancient Egyptians
 - ◆ Select a pharaoh and investigate his significance to ancient Egyptian history
 - ◆ Describe the polytheistic religion in Egypt
- Continue to address skills and concepts in this subject that approach grade-level expectations*

Instructional Idea based on Learning Standards 7.15

At grade 7, students research the mummification process used in ancient Egypt and learn about ancient Egyptian rituals. Using a variety of materials, each student then creates a mummy representation, researches the mummification process used in ancient Egypt, and identifies different symbols and tools used to create his or her representation.

How all students can participate in this activity

Addressing Learning Standard(s) as written for this grade level	Possible Assessment Strategies and Portfolio Products
Arianna creates a mummy representation using a variety of materials. She then lists the symbols she used and what they mean. She presents the project to the class.	<ul style="list-style-type: none"> • Data chart indicating Arianna's ability to research materials and symbols used for the mummification process based on a rubric • Photograph of Arianna's mummy representation • Arianna's completed list of symbols
Addressing Learning Standard(s) at lower levels of complexity (Entry Points)	Possible Assessment Strategies and Portfolio Products
Bert is given three symbols he must use in creating his mummy representation. He practices identifying the symbols and completes an activity matching symbol to definition. He gives a brief oral presentation to the class using picture cues as prompts.	<ul style="list-style-type: none"> • Data chart indicating Bert's ability to identify symbols • Photograph of Bert's mummy representation • Work sample of Bert matching symbols to definition
Addressing Access Skills embedded in academic instruction	Possible Assessment Strategies and Portfolio Products
Andre chooses materials in the shapes and colors he prefers, which are then used by peers in his group to create a mummy representation. He is asked to differentiate between small and big objects and places them on a mummy model to complete the project.	<ul style="list-style-type: none"> • Line graph showing Andre's ability to identify big and small objects in a variety of contexts • Photograph of Andre's completed mummy representation • Teacher-scribed work sample showing Andre's ability to select materials for mummy project

**History and
Social Science**

*Phoenicia, c. 1000–
300 BC/BCE*

Grade 7

CONTENT History and Social Science

TOPIC Ancient and Classical Civilizations in the Mediterranean to the
Fall of the Roman Empire: Ideas that Shaped History

Learning Standards for: Phoenicia, c. 1000–300 BC/BCE

THEMES

- The effects of geography on the history of civilizations and nations
- The birth, growth, and decline of civilizations

Grade 7

Learning Standard as Written		Essence of Standard
7.17	On a map of the ancient Mediterranean world, locate Greece, Asia Minor, Crete, Phoenicia, the Aegean, and the Red Sea. On a modern map, locate Greece, Crete, Turkey, Lebanon, and Syria. (G)	<ul style="list-style-type: none">◆ Identify the location and geography of Greece, Asia Minor, Crete, and Phoenicia, including the modern-day countries
7.18	Identify the Phoenicians as the successors to the Minoans in dominating maritime trade in the Mediterranean from c. 1000–300 BC/BCE. Describe how the Phoenician writing system was the first alphabet (with 22 symbols for consonants) and the precursor of the first complete alphabet developed by the ancient Greeks (with symbols representing both consonants and vowels). (H, E)	<ul style="list-style-type: none">◆ Identify essential characteristics and achievements of Phoenician civilization◆ Describe the Phoenician and Greek alphabets

Possible ENTRY POINTS to Learning Standard(s) (and ACCESS SKILLS embedded in standards-based activities)

Less Complex

More Complex

ACCESS SKILLS The student will:	ENTRY POINTS The student will:	The student will:	The student will:
<ul style="list-style-type: none"> ◆ Demonstrate understanding of relative location ◆ Using a map, match symbol to symbol ◆ Match picture to picture using objects related to Phoenicia ◆ Grasp, manipulate, and release materials related to Phoenicia ◆ Respond to text being read aloud (i.e., remain alert, request more) ◆ Choose appropriate text to read or to have read aloud ◆ Orient to books/orient book right side up ◆ Turn pages in a book or magazine ◆ Activate an electronic device to access text, communicate with others, or participate in an instructional activity ◆ Turn attention toward another person ◆ Organize instructional materials ◆ Take turns appropriately during classroom discussion ◆ Respond to/initiate contacts with others ◆ Apply rules for appropriate classroom behavior ◆ Use appropriate social greetings ◆ Follow simple directions ◆ Identify self and/or others ◆ Initiate or respond to request for joint attention 	<ul style="list-style-type: none"> ◆ Recognize a map of Phoenicia ◆ Give examples of geographic features of Phoenicia represented on a map or globe of Phoenicia ◆ Locate islands represented on a map or globe with attention to those in the Mediterranean Sea ◆ Demonstrate the concept of sequence of historical events by using a timeline to show the Phoenicians' advancements ◆ Describe how boats carried Phoenician goods from place to place ◆ Differentiate Phoenician ships from modern ships 	<ul style="list-style-type: none"> ◆ Use a map or globe to locate where the ancient Phoenicians lived ◆ Discuss the significance of seas and oceans in Phoenicia ◆ Examine and explain how and why the Phoenicians traded goods with other peoples ◆ Explain how Phoenicia gained wealth through trade ◆ Discuss how and why an alphabet allowed the Phoenicians to develop an advanced civilization 	<ul style="list-style-type: none"> ◆ Identify the location of Phoenicia and discuss the importance of the Mediterranean Sea ◆ Discuss how the ancient Phoenicians used trade to advance their civilization ◆ Investigate advances in navigation made by the Phoenicians ◆ Recognize and examine the Phoenician alphabet and explore how it contributed to the development of an advanced Phoenician society ◆ Explain how the Phoenician and Greek alphabet is the basis for the English alphabet today
<p><i>Continue to address skills and concepts in this subject that approach grade-level expectations</i></p>			

**History and
Social Science**

*The Roots of
Western Civilization:
Ancient Israel,
c. 2000 BC/BCE–
70 AD/CE*

Grade 7

CONTENT History and Social Science

TOPIC Ancient and Classical Civilizations in the Mediterranean to the
Fall of the Roman Empire: Ideas that Shaped History

Learning Standards for: The Roots of Western Civilization: Ancient Israel,
c. 2000 BC/BCE–70 AD/CE

THEMES

- The effects of geography on the history of civilizations and nations
- The birth, growth, and decline of civilizations

Grade 7

Learning Standard as Written		Essence of Standard
7.19	On a historical map of the Mediterranean, locate Asia Minor, Greece and Mesopotamia, the kingdoms of the Hittites and ancient Israel, and Egypt. On a modern map, locate Egypt, Greece, Israel, Jordan, Lebanon, the area governed by the Palestinian Authority, Syria, and Turkey. (G)	◆ Identify the geography of ancient Israel and the modern Middle East
7.20	Identify the ancient Israelites, or Hebrews, trace their migrations from Mesopotamia to the land called Canaan, and explain the role of Abraham and Moses in their history. (H, G)	◆ Identify important people and settlements of the ancient Israelites
7.21	Describe the monotheistic religion of the Israelites. (H) A. the belief that there is one God B. the Ten Commandments C. the emphasis on individual worth and personal responsibility D. the belief that all people must adhere to the same moral obligations, whether ruler or ruled E. the Hebrew Bible (Old Testament) as part of the history of early Israel	◆ Describe the religious beliefs of the ancient Israelites
7.22	Describe the unification of the tribes of Israel under Kings Saul, David, and Solomon, including David's founding of Jerusalem as his capital city in 1000 BC/BCE and the building of the first temple by Solomon. (H)	◆ Identify significant leaders of the ancient Israelites and their achievements
7.23	Explain the expulsion/dispersion of the Jews to other lands (referred to as the Diaspora) after the destruction of the second temple in Jerusalem in 70 AD/CE, and the renaming of the country by the Romans. (H)	◆ Explain the forced migrations of the ancient Israelites

Possible ENTRY POINTS to Learning Standard(s) (and ACCESS SKILLS embedded in standards-based activities)

Less Complex

More Complex



ACCESS SKILLS	ENTRY POINTS		
The student will:	The student will:	The student will:	The student will:
<ul style="list-style-type: none"> ◆ Use pictures to find a familiar location ◆ Sequence events to demonstrate understanding of time ◆ Using a map of the Middle East, match shape to shape for countries on the map ◆ Activate communication device to ask questions about Ancient Israel ◆ Respond to text being read aloud (i.e., remain alert, request more) ◆ Choose appropriate text to read or to have read aloud ◆ Orient to books/orient book right side up ◆ Turn pages in a book or magazine ◆ Turn attention toward another person ◆ Grasp, manipulate, and release objects related to ancient civilizations ◆ Organize instructional materials ◆ Take turns appropriately during classroom discussion ◆ Respond to/initiate contacts with others ◆ Apply rules for appropriate classroom behavior ◆ Use appropriate social greetings ◆ Follow simple directions ◆ Identify self and/or others ◆ Initiate or respond to request for joint attention 	<ul style="list-style-type: none"> ◆ Recognize a map of the ancient Middle East (Asia Minor, Greece, Mesopotamia, the kingdoms of the Hittites and ancient Israel, Egypt) ◆ Identify geographic features of the Middle East represented on a map or globe ◆ Sequence historical events by using a timeline to show one of the following: <ul style="list-style-type: none"> • development of religious beliefs • Israelite leaders • migrations of the ancient Israelites ◆ Locate the Mediterranean Sea on a map and compare its size to the Atlantic and Pacific Oceans ◆ Identify modern countries located along the Mediterranean Sea ◆ Discuss the term “religion” and the role it plays in many people’s lives ◆ Identify the ancient Israelites as the founders of Judaism ◆ Identify ancient Israelites who were key political or religious figures 	<ul style="list-style-type: none"> ◆ Locate ancient Middle East on a map or globe (Asia Minor, Greece, Mesopotamia, the kingdoms of the Hittites and ancient Israel, and Egypt) ◆ Recognize that Judaism and Christianity originated in the Middle East ◆ Recognize that Judaism was the first religion to believe in only one god ◆ Name important ancient Israelite leaders; explain the contributions of one leader ◆ Discuss the term “religion” and describe the role it plays in many people’s lives 	<ul style="list-style-type: none"> ◆ Use a map or globe to locate the modern-day Middle East and compare its location with ancient Asia Minor, Greece, Mesopotamia, the kingdoms of the Hittites and ancient Israel, and Egypt ◆ Recognize that the Middle East is the birthplace of Judaism and Christianity ◆ Identify significant beliefs of Judaism and the role of the ancient Israelites in its establishment ◆ Discuss the significance of the Bible to the history of Judaism ◆ Examine the lives and achievements of significant leaders of the ancient Israelites ◆ Trace the forced migrations of the ancient Israelites ◆ Identify key ancient Israelites and discuss their roles in the history of Israel <p style="text-align: right;"><i>Continue to address skills and concepts in this subject that approach grade-level expectations</i></p>

**History and
Social Science**

*The Roots of
Western Civilization:
Ancient Greece,
c. 800–300 BC/BCE*

Grade 7

CONTENT History and Social Science

TOPIC Ancient and Classical Civilizations in the Mediterranean to the Fall of the Roman Empire: Ideas that Shaped History

Learning Standards for: The Roots of Western Civilization: Ancient Greece, c. 800–300 BC/BCE

THEMES

- The effects of geography on the history of civilizations and nations
- The birth, growth, and decline of civilizations

Grade 7

Learning Standard as Written		Essence of Standard
7.24	On a historical map of the Mediterranean area, locate Greece and trace the extent of its influence to 300 BC/BCE. On a modern map of the Mediterranean area, Europe, England, the Middle East, and the Indian subcontinent, locate England, France, Greece, Italy, Spain, and other countries in the Balkan peninsula, Crete, Egypt, India, the Middle East, Pakistan, and Turkey. (H, G)	◆ Identify the geography of ancient Greece
7.25	Explain how the geographical location of ancient Athens and other city-states contributed to their role in maritime trade, their colonies in the Mediterranean, and the expansion of their cultural influence. (H, G, E)	◆ Explain the geographical significance of Athens' location to the development of its empire
7.26	Explain why the government of ancient Athens is considered the beginning of democracy and explain the democratic political concepts developed in ancient Greece. (H, C) A. the "polis" or city-state B. civic participation and voting rights C. legislative bodies D. constitution writing E. rule of law	◆ Explain the political/ governmental structure of ancient Athens
7.27	Compare and contrast life in Athens and Sparta. (H)	◆ Describe cultural differences between Athens and Sparta
7.28	Describe the status of women and the functions of slaves in ancient Athens. (H)	◆ Describe status of women and the roles of slaves in ancient Athens
7.29	Analyze the causes, course, and consequences of the Persian Wars, including the origins of marathons. (H)	◆ Analyze the causes and consequences of the Persian Wars ◆ Identify the origins of marathons

7.30	Analyze the causes, course, and consequences of the Peloponnesian Wars between Athens and Sparta. (H)	♦ Identify the causes and consequences of the Peloponnesian Wars
7.31	Describe the rise of Alexander the Great and the spread of Greek culture. (H)	♦ Explain the significance of Alexander the Great
7.32	Describe the myths and stories of classical Greece; give examples of Greek gods and goddesses, heroes, and events, and where and how we see their names used today. (H)	♦ Describe the cultural connections between ancient Greece and the modern Western world ♦ Describe/explain myths and stories, gods and goddesses, and heroes of ancient Greece
7.33	Explain why the city-states of Greece instituted a tradition of athletic competitions and describe the kinds of sports they featured. (H)	♦ Explain the importance of athletics in ancient Greece
7.34	Describe the purposes and functions of the development of Greek institutions such as the Lyceum, the gymnasium, and the Library of Alexandria, and identify the major accomplishments of the ancient Greeks. (H) A. Thales (science) B. Pythagoras and Euclid (mathematics) C. Hippocrates (medicine) D. Socrates, Plato, and Aristotle (philosophy) E. Herodotus, Thucydides, Homer, Aeschylus, Sophocles, Aristophanes, and Euripides (history, poetry, and drama) F. the Parthenon, the Acropolis, and the Temple of Apollo (architecture) G. the development of the first complete alphabet with symbols for consonants and vowels	♦ Describe significant contributions of ancient Greece to the modern world

Possible ENTRY POINTS to Learning Standard(s) (and ACCESS SKILLS embedded in standards-based activities)

Less Complex

More Complex

ACCESS SKILLS The student will:	ENTRY POINTS The student will:	The student will:	The student will:
<ul style="list-style-type: none"> ◆ Identify cause and effect ◆ Sequence events to demonstrate understanding of time ◆ Identify same and different ◆ Initiate or respond to request for joint attention to pictures and/or stories from classical Greek myths ◆ Activate a switch to listen to stories related to content ◆ Respond to text being read aloud (i.e., remain alert, request more) ◆ Choose appropriate text to read or to have read aloud ◆ Orient to books/orient book right side up ◆ Turn pages in a book or magazine ◆ Turn attention toward another person ◆ Grasp, manipulate, and release objects related to ancient Greece ◆ Organize instructional materials ◆ Take turns appropriately during classroom discussion ◆ Respond to/initiate contacts with others ◆ Apply rules for appropriate classroom behavior ◆ Use appropriate social greetings ◆ Follow simple directions ◆ Identify self and/or others 	<ul style="list-style-type: none"> ◆ Recognize a map of Greece ◆ Identify geographic features represented on maps of Greece ◆ Using a map of Greece, locate major cities and name important geographic features, with special attention to islands and mountains ◆ Name significant characteristics associated with a democracy ◆ Explain what it means to vote ◆ Recognize that the ancient Greeks were the first people to vote in elections 	<ul style="list-style-type: none"> ◆ Locate the Mediterranean Sea and Greece on a world map or globe ◆ Using a map of Greece, locate major cities and name important geographic features, with special attention to islands and mountains ◆ Explain that people who lived in Greece created an advanced civilization, and how this affects the modern world ◆ Recognize that the ancient Greeks had a democratic form of government ◆ Name the significant characteristics of a democracy ◆ Recognize pictures of modern-day buildings that are of Greek architectural origin ◆ Recognize the importance of gods and mythology to the ancient Greeks 	<ul style="list-style-type: none"> ◆ Explain the effects of ancient Greek civilization on the modern world ◆ Describe how the ancient Greeks established the first democratic form of government ◆ Trace the boundaries of the ancient Greek empire on a world map ◆ Compare/contrast daily life between Athens and Sparta in ancient times ◆ Examine the achievements of the ancient Greeks in science, mathematics, literature, and architecture, and describe how these achievements are evident today ◆ Describe the importance of athletics in ancient Greek culture with special attention to the Olympics ◆ Describe the achievements of one or more ancient Greek philosophers, mathematicians, or poets/playwrights
			<p><i>Continue to address skills and concepts in this subject that approach grade-level expectations</i></p>

Instructional Idea based on Learning Standards 7.32

At grade 7, students read several myths and stories of classical Greece and discuss how the myths and stories were used to explain events. Each student then creates his or her own myth using Greek gods, goddesses, and heroes to explain an event in the modern world.

How all students can participate in this activity

Addressing Learning Standard(s) as written for this grade level	Possible Assessment Strategies and Portfolio Products
<p>Ryan reads three myths and stories of classical Greece. He participates in a small group discussion about how the stories were used to explain events. He chooses three characters from the myths and stories and includes them in a myth he creates to explain an event in the modern world.</p>	<ul style="list-style-type: none"> • Data chart showing Ryan's ability to create a myth • Ryan's list of three characters from myths and stories he read and their descriptions • Kyle's original myth
Addressing Learning Standard(s) at lower levels of complexity (Entry Points)	Possible Assessment Strategies and Portfolio Products
<p>Iain listens to a simplified story of classical Greece. He is given a list of characters from the story and answers questions about the characters. He practices identifying characters from additional stories and myths from classical Greece. He creates a myth to explain an event in the modern world using picture symbols and a fill-in-the-blank format.</p>	<ul style="list-style-type: none"> • Data chart showing Iain's ability to identify Greek characters • Iain's responses to questions about characters • Iain's original myth
Addressing Access Skills embedded in academic instruction	Possible Assessment Strategies and Portfolio Products
<p>Kara listens to a simplified story of classical Greece. She is shown pictures of the characters from the story and points to the pictures using her index finger. She then matches two characters picture-to-picture. She creates a fill-in-the-blank myth by pointing to pictures.</p>	<ul style="list-style-type: none"> • Field data chart showing Kara's ability to match pictures of Greek characters from myths • Line or bar graph summarizing the field data chart • Kara's original myth completed by pointing to pictures to fill in the blanks • Worksheet showing Kara's responses to the picture matching activity

**History and
Social Science**

*The Roots of
Western Civilization:
Ancient Rome,
c. 500 BC/BCE–
500 AD/CE*

Grade 7

CONTENT History and Social Science

TOPIC Ancient and Classical Civilizations in the Mediterranean to the
Fall of the Roman Empire: Ideas that Shaped History

Learning Standards for: The Roots of Western Civilization: Ancient Rome,
c. 500 BC/BCE–500 AD/CE

THEMES

- The effects of geography on the history of civilizations and nations
- The birth, growth, and decline of civilizations

Grade 7

Learning Standard as Written		Essence of Standard
7.35	On a historical map, identify ancient Rome and trace the extent of the Roman Empire to 500 AD/CE. (H, G)	◆ Identify the geographic extent of the Roman Empire
7.36	Explain how the geographical location of ancient Rome contributed to the shaping of Roman society and the expansion of its political power in the Mediterranean region and beyond. (H, G, E)	◆ Explain the significance of Rome's geographic location to its ability to build an empire
7.37	Explain the rise of the Roman Republic and the role of mythical and historical figures in Roman history. (H) A. Romulus and Remus B. Hannibal and the Carthaginian Wars C. Cicero D. Julius Caesar and Augustus E. Hadrian	◆ Explain the rise of the Roman Republic and significant mythical and historical figures
7.38	Describe the government of the Roman Republic and its contribution to the development of democratic principles, including separation of powers, rule of law, representative government, and the notion of civic duty. (H, C)	◆ Describe the essential characteristics of Roman government
7.39	Describe the influence of Julius Caesar and Augustus in Rome's transition from a republic to an empire and explain the reasons for the growth and long life of the Roman Empire. (H, E) A. military organization, tactics, and conquests; B. and decentralized administration C. the purpose and functions of taxes D. the promotion of economic growth through the E. use of a standard currency, road construction, F. and the protection of trade routes G. the benefits of a Pax Romana	◆ Explain the influence of Julius Caesar, Augustus, and the rise of the Roman Empire
7.40	Describe the characteristics of slavery under the Romans. (H)	◆ Describe slavery in the Roman Empire

<p>7.41</p>	<p>Describe the origins of Christianity and its central features. (H)</p> <ul style="list-style-type: none"> A. monotheism B. the belief in Jesus as the Messiah and God's son who redeemed humans from sin C. the concept of salvation D. belief in the Old and New Testament E. the lives and teachings of Jesus and Saint Paul F. the relationship of early Christians to officials of the Roman Empire 	<ul style="list-style-type: none"> ◆ Describe the founding of Christianity in the Roman Empire
<p>7.42</p>	<p>Explain how inner forces (including the rise of autonomous military powers, political corruption, and economic and political instability) and external forces (shrinking trade, attacks, and invasions) led to the disintegration of the Roman Empire. (H, E)</p>	<ul style="list-style-type: none"> ◆ Explain reasons for the decline and fall of the Roman Empire
<p>7.43</p>	<p>Describe the contribution of Roman civilization to law, literature, poetry, architecture, engineering, and technology (e.g., roads, bridges, arenas, baths, aqueducts, central heating, plumbing, and sanitation). (H)</p>	<ul style="list-style-type: none"> ◆ Describe significant achievements of Roman civilization in literature, technology, and architecture
<p>7.44</p>	<p>Explain the spread and influence of the Roman alphabet and the Latin language, the use of Latin as the language of education for more than 1,000 years, and the role of Latin and Greek in scientific and academic vocabulary. (H)</p>	<ul style="list-style-type: none"> ◆ Explain the significance of Latin to the development of Western culture

Possible ENTRY POINTS to Learning Standard(s) (and ACCESS SKILLS embedded in standards-based activities)

Less Complex

More Complex

ACCESS SKILLS The student will:	ENTRY POINTS The student will:	The student will:	The student will:
<ul style="list-style-type: none"> ◆ Point to various parts of a map of Ancient Rome ◆ Sequence events and demonstrate understanding of time ◆ Match picture to picture to identify actual and mythical figures from the Roman Empire ◆ Respond to text being read aloud (i.e., remain alert, request more) ◆ Choose appropriate text to read or to have read aloud ◆ Activate an electronic device to access text, communicate with others, or participate in an instructional activity ◆ Turn attention toward another person ◆ Grasp, manipulate, and release objects ◆ Take turns appropriately during classroom discussion ◆ Respond to/initiate contacts with others ◆ Apply rules for appropriate classroom behavior ◆ Use appropriate social greetings ◆ Follow simple directions ◆ Identify self and/or others ◆ Initiate or respond to request for joint attention 	<ul style="list-style-type: none"> ◆ Give examples of geographic features of Rome represented on a map or globe ◆ Sequence historical events by using a timeline to show the rise and fall of the Roman Empire ◆ Locate Rome on a map ◆ Identify that ancient Romans built an extensive system of roads ◆ Compare how the ancient Romans used roads to how roads are used today ◆ Investigate and explain how the Romans used money ◆ Identify and explain a Roman myth ◆ Describe one or more Roman laws 	<ul style="list-style-type: none"> ◆ Locate Rome on a world map or globe and recognize that it is an old city ◆ Trace the geographic extent of the Roman Empire at its height ◆ Identify pictures of ancient Roman structures (e.g., the Coliseum, aqueducts, columns, arches) and identify similar modern structures ◆ Recognize the significance of Rome's strong government, armies, and road system to its growth as an empire ◆ Explore the literary, architectural, medical, and legal achievements of the Romans, select one, and explain how the achievement still affects the modern world ◆ Identify characteristics of Roman government that are a part of United States government today ◆ Examine how Latin is the basis for English; compare various Latin words with English equivalents ◆ Investigate a character from Roman mythology and explain the significance of the character ◆ Identify and explain the importance of a particular Roman leader ◆ Discuss the founding of Christianity within the Roman Empire and how Rome treated early Christians 	<ul style="list-style-type: none"> ◆ On a historical map, identify Rome and the extent of the Roman Empire at its height ◆ Identify similarities and differences between ancient Roman government and United States government today ◆ Explain the significance of strong emperors to the growth of the Roman Empire ◆ Explore the literary, architectural, medical, and legal achievements of the ancient Romans and how these achievements affect the modern world ◆ Explain how and why Christianity became the official religion of the Roman Empire ◆ Explain how ancient Rome's highly organized government controlled its extensive empire ◆ Describe the role of mythology in ancient Roman society ◆ Select an important Roman leader, or intellectual or mythological figure and examine his/her significance to Roman society ◆ Explore the reasons, both internal and external, for the decline and fall of the Roman Empire ◆ Explain the significance of the Roman alphabet and the Latin language and their continued impact on the modern world <p style="text-align: right;"><i>Continue to address skills and concepts in this subject that approach grade-level expectations</i></p>

Instructional Idea based on Learning Standards 7.36 through 7.39

At grade 7, students watch a video on the Roman Empire and use note-taking and listening skills to gather information needed to complete a scavenger hunt on *The Roman Empire in the First Century* (<http://www.pbs.org/empires/romans>). Information gathered in the scavenger hunt is used to create a trivia game that focuses on important people and events.

How all students can participate in this activity

Addressing Learning Standard(s) as written for this grade level	Possible Assessment Strategies and Portfolio Products
<p>Orion completes information on a form while watching the video. He then creates questions for a trivia game based on the information gathered during the scavenger hunt, and participates in the trivia game.</p>	<ul style="list-style-type: none"> • Data chart showing Orion's ability to create questions based on important people and events in the First Century of the Roman Empire • Notes taken by Orion on the form as he watched the video • Trivia questions created by Orion for the trivia game
Addressing Learning Standard(s) at lower levels of complexity (Entry Points)	Possible Assessment Strategies and Portfolio Products
<p>Billy is given pictures of Augustus, Cleopatra, a gladiator, and the city of Pompeii, as well as a map of the Roman Empire. While watching the video, he indicates which picture he sees as it is shown and places the pictures in the order seen on the video. He learns the names of the people or places in the pictures and uses this knowledge to participate in the trivia game.</p>	<ul style="list-style-type: none"> • Data chart showing Billy's ability to identify pictures of important people and places from the first century of the Roman Empire • Billy's work sample showing sequenced pictures of important people from the video • Work sample scribed by the teacher showing Billy's ability to identify people and places of the Roman Empire
Addressing Access Skills embedded in academic instruction	Possible Assessment Strategies and Portfolio Products
<p>AnnaMaria is given pictures of Augustus, Cleopatra, Julius Caesar, a gladiator, and the city of Pompeii, and a map of the Roman Empire. She participates in the trivia game by matching her pictures to pictures on the reverse sides of the trivia game's question cards (e.g., Questions dealing with people will have a picture of Julius Caesar on the reverse side of the cards; AnnaMaria will match the card to the space on the trivia game board with a picture of Julius Caesar).</p>	<ul style="list-style-type: none"> • Field data chart showing AnnaMaria's ability to match pictures related to the Roman Empire • Line or bar graph summarizing the field data chart • AnnaMaria's work sample created by matching picture to picture

CONTENT History and Social Science

TOPIC The World from the Fall of Rome through the Enlightenment

Learning Standards for: The Emergence and Expansion of Islam to 1500

THEMES

- The influence of economic, political, religious, and cultural ideas as human societies move beyond regional, national, or geographic boundaries
- The development of scientific reasoning, technology, and formal education over time and their effects on people's health, standards of living, economic growth, government, religious beliefs, communal life, and the environment
- The birth, growth, and decline of civilizations

Grades 8–12: World History I

Learning Standard as Written		Essence of Standard
WHI.1	On a map of the Middle East, Europe, Africa, and Asia, identify where Islam began and trace the course of its expansion to 1500 AD. (H)	◆ Identify the geographic expansion of Islam in the Middle East, Europe, Africa, and Asia
WHI.2	Describe significant aspects of Islamic belief. (H) A. the life and teachings of Muhammad B. the significance of the Qur'an as the primary source of Islamic belief C. Islam's historical relationship to Judaism and Christianity the relationship between government and religion in Muslim societies	◆ Describe significant Islamic beliefs
WHI.3	Analyze the causes, and course, and effects of Islamic expansion through North Africa, the Iberian Peninsula, and Central Asia. (H, G) A. the strength of the Islamic world's economy and culture B. the training of Muslim soldiers and the use of advanced military techniques C. the disorganization and internal divisions of Islam's enemies D. the resistance and/or assimilation of Christianized peoples in the Mediterranean	◆ Analyze the causes and consequences of Islamic expansion

<p>WHI.4</p>	<p>Describe the central political, economic, and religious developments in major periods of Islamic history. (H, E)</p> <ul style="list-style-type: none"> A. the sources of disagreement between Sunnis and Shi'ites B. the growing influence of Turkish Islam after 1000 C. the importance of the trade routes connecting the Far East and Europe and the role of the Mongols in increasing trade along these routes, including the silk routes to China D. the relationship of trade to the growth of Central Asian and Middle Eastern cities E. the sources and uses of slaves in Islamic societies as well as the extent of the Islamic slave trade across Africa from 700 AD on 	<p>◆ Describe significant events and developments in Islamic history</p>
<p>WHI.5</p>	<p>Analyze the influence and achievements of Islamic civilization during its "Golden Age." (H)</p> <ul style="list-style-type: none"> A. the preservation and expansion of Greek thought B. Islamic science, philosophy, and mathematics C. Islamic architecture 	<p>◆ Analyze the influence and significant achievements of Islamic culture</p>

Possible ENTRY POINTS to Learning Standard(s) (and ACCESS SKILLS embedded in standards-based activities)

Less Complex

More Complex



ACCESS SKILLS

The student will:

- ◆ Sequence events matching picture to picture on a timeline
- ◆ Match picture to picture on a map of the Middle East
- ◆ Grasp, manipulate, and release materials related to Islamic culture and civilization
- ◆ Use assistive technology to view pictures from Islamic culture
- ◆ Respond to text being read aloud (i.e., remain alert, request more)
- ◆ Choose appropriate text to read or to have read aloud
- ◆ Orient to books/orient book right side up
- ◆ Turn pages in a book or magazine
- ◆ Turn attention toward another person
- ◆ Organize instructional materials
- ◆ Take turns appropriately during classroom discussion
- ◆ Respond to/initiate contacts with others
- ◆ Apply rules for appropriate classroom behavior
- ◆ Use appropriate social greetings
- ◆ Follow simple directions
- ◆ Identify self and/or others
- ◆ Initiate or respond to request for joint attention

ENTRY POINTS

The student will:

- ◆ Create a timeline of key historical events from this time period
- ◆ Label the distinctive architectural features of Islamic mosques
- ◆ Locate on a world map or globe modern countries with large Islamic populations
- ◆ Identify Muhammad as Islam's founder
- ◆ List significant Islamic beliefs and practices

The student will:

- ◆ Locate the Arabian Peninsula on a world map or globe and identify it as the birthplace of Islam
- ◆ Discuss the basic tenets of Islam and explain the significance of the city of Mecca
- ◆ Explain the importance of trade in the spread of Islam
- ◆ Trace on a world map or globe the extent to which Islam had spread by 1500 AD
- ◆ Recognize and label distinctive types of Islamic architecture and art
- ◆ Describe the contributions of Islamic culture to science, medicine, and mathematics

The student will:

- ◆ Explain important tenets (beliefs) of the Islamic faith
 - ◆ Compare the tenets of Islam to those of Christianity and Judaism
 - ◆ Explore how and why Islam spread rapidly after the death of Muhammad
 - ◆ Explain why trade was essential to the spread of Islam and the growth of its influence
 - ◆ Identify the significance of Islamic intellectuals to advances in science, mathematics, medicine, and philosophy
- Continue to address skills and concepts in this subject that approach grade-level expectations*

Instructional Idea based on Learning Standard WHI.4

In grades 8-12, students write an essay comparing and contrasting Sunni and Shi'ite Muslims. They describe sources of disagreement between the two religious groups and the effect these disagreements have had on Muslim societies. Students use the Internet and at least two texts from a library as resources for the assignment.

How all students can participate in this activity

Addressing Learning Standard(s) as written for this grade level	Possible Assessment Strategies and Portfolio Products
Shane finds one Internet source and two texts from the library. He answers questions on note cards and uses them to prepare an outline for his essay. Shane then writes a two-page essay on the topic.	<ul style="list-style-type: none"> • Data chart showing Shane's ability to conduct research on a given topic • Shane's note cards related to the essay • Shane's completed outline of the essay • Shane's final 2-page essay (final draft)
Addressing Learning Standard(s) at lower levels of complexity (Entry Points)	Possible Assessment Strategies and Portfolio Products
Jason is given note cards with questions about Sunnis and Shi'ites. He is given a website address and the names of one or two books from which he must find the answers. He writes the answers to the questions using Inspiration software.	<ul style="list-style-type: none"> • Data chart showing Jason's ability to conduct research on a given topic • Jason's completed note cards related to the essay • Jason's answers to the note card questions • Jason's final essay
Addressing Access Skills embedded in academic instruction	Possible Assessment Strategies and Portfolio Products
Jeremy is given an assistive technology device to access the computer. When he activates the device pictures from the Sunni and Shi'ite cultures appear on the screen. He then uses the device to choose pictures to be printed.	<ul style="list-style-type: none"> • Field data chart indicating Jeremy's ability to choose pictures • Line or bar graph summarizing the field data chart • Booklet of pictures chosen by Jeremy

CONTENT History and Social Science

TOPIC The World from the Fall of Rome through the Enlightenment

Learning Standards for: The Medieval Period in Europe to 1500

THEMES

- The evolution of the concepts of personal freedom, individual responsibility, and respect for human dignity
- The growth and impact of centralized state power
- The influence of economic, political, religious, and cultural ideas as human societies move beyond regional, national, or geographic boundaries
- The growth and spread of free markets and industrial economies
- The development of scientific reasoning, technology, and formal education over time and their effects on people's health, standards of living, economic growth, government, religious beliefs, communal life, and the environment
- The birth, growth, and decline of civilizations

Grades 8–12: World History I

Learning Standard as Written		Essence of Standard
WHI.6	Describe the rise and achievements of the Byzantine Empire. (H) A. the influence of Constantine, including the establishment of Christianity as an officially sanctioned religion B. the importance of Justinian and the Code of Justinian C. the preservation of Greek and Roman traditions D. the construction of the Church of the Holy Wisdom (Hagia Sophia)	♦ Describe the rise and achievements of the Byzantine Empire, with special attention to Justinian and Christianity
WHI.7	Describe the major economic, social, and political developments that took place in medieval Europe. (H, E) A. the growing influence of Christianity and the Catholic Church B. the differing orders of medieval society, the development of feudalism, and the development of private property as a distinguishing feature of western civilization C. the initial emergence of a modern economy, including the growth of banking, technological and agricultural improvements, commerce, towns, and a merchant class D. the economic and social effects of the spread of the Black Death or Bubonic Plague E. the growth and development of the English and French nations	♦ Describe life in medieval Europe
WHI.8	Describe developments in medieval English legal and constitutional history and their importance in the rise of modern democratic institutions and procedures, including the Magna Carta, parliament, and habeas corpus. (H, C)	♦ Describe the growth of a more democratic form of government in England

Possible ENTRY POINTS to Learning Standard(s) (and ACCESS SKILLS embedded in standards-based activities)

Less Complex

More Complex



ACCESS SKILLS

The student will:

- ◆ Match pictures of people on a chart showing different orders of medieval society
- ◆ Point to pictures related to content
- ◆ Respond to text being read aloud (i.e., remain alert, request more)
- ◆ Choose appropriate text to read or to have read aloud
- ◆ Orient to books/orient book right side up
- ◆ Turn pages in a book or magazine
- ◆ Activate an electronic device to access text, communicate with others, or participate in an instructional activity
- ◆ Turn attention toward another person
- ◆ Grasp, manipulate, and release objects
- ◆ Organize instructional materials
- ◆ Take turns appropriately during classroom discussion
- ◆ Respond to/initiate contacts with others
- ◆ Apply rules for appropriate classroom behavior
- ◆ Use appropriate social greetings
- ◆ Follow simple directions
- ◆ Identify self and/or others
- ◆ Initiate or respond to request for joint attention

ENTRY POINTS

The student will:

- ◆ Using a map, identify important cities and countries relevant to this time period
- ◆ Create a timeline of significant events from this time period
- ◆ Identify features of a typical medieval European manor
- ◆ Explore the different jobs people had in a feudal manor
- ◆ Compare life in a manor with life in the local community today

The student will:

- ◆ Explain the importance of the Catholic Church in medieval European life
- ◆ Describe the socio-economic structure of feudalism in medieval Europe
- ◆ Describe the importance of the Magna Carta in English history and its impact on the development of a parliamentary system of government

The student will:

- ◆ Explain the significance of the Justinian Code
- ◆ Explain why feudalism developed in medieval Europe and how it functioned as an economic and social system
- ◆ Examine and describe the growth of cities in medieval Europe and the beginnings of a market economy
- ◆ Describe the social and economic effects of the Bubonic plague on European society
- ◆ Discuss how the Magna Carta limited royal authority in England and served to help establish a more democratic form of government

Continue to address skills and concepts in this subject that approach grade-level expectations

Instructional Idea based on Learning Standards WHI.8

In grades 8-12, students study the importance of the role of the Magna Carta in the rise of modern democratic institutions and procedures. Students choose sections of the Magna Carta and explain what they mean, including how these rules are still in effect today.

How all students can participate in this activity

Addressing Learning Standard(s) as written for this grade level	Possible Assessment Strategies and Portfolio Products
Shelly chooses five sections of the Magna Carta. She re-writes the sections in modern English and explains the meaning of each section. She then researches and writes about any similarities between modern laws in America and the sections she chose from the Magna Carta.	<ul style="list-style-type: none"> • Data chart showing Shelly's ability to demonstrate knowledge of English medieval history, including quizzes, tests, and in-class and homework assignments • Shelly's explanations of the meanings of her five sections from the Magna Carta • Shelly's comparison of her chosen solutions of the Magna Carta to modern laws
Addressing Learning Standard(s) at lower levels of complexity (Entry Points)	Possible Assessment Strategies and Portfolio Products
Felecina works with a peer and reads the explanation written by her of her peers of a section from the Magna Carta. Felecina lists ways that these rules apply to her life.	<ul style="list-style-type: none"> • Data chart showing Felecina's knowledge of Magna Carta laws and how they apply to her life • Felecina's list of rules that correspond with Magna Carta rules • Felecina's quiz on rules and the Magna Carta
Addressing Access Skills embedded in academic instruction	Possible Assessment Strategies and Portfolio Products
Ronnie answers yes/no questions about social and school rules.	<ul style="list-style-type: none"> • Data chart showing Ronnie's ability to answer yes/no questions • Ronnie's work sample completed by scribe indicating Ronnie's answers to questions about school rules • Ronnie's work sample using Mayer-Johnson symbols to answer yes/no questions about rules

CONTENT History and Social Science

TOPIC The World from the Fall of Rome through the Enlightenment

Learning Standards for: The Encounters Between Christianity and Islam to 1500

THEMES

- The influence of economic, political, religious, and cultural ideas as human societies move beyond regional, national, or geographic boundaries

Grades 8–12: World History I

Learning Standard as Written		Essence of Standard
WHI.9	Describe the religious and political origins of conflicts between Islam and Christianity, including the Muslim wars against Christianity before the European Crusades and the causes, course, and consequences of the European Crusades against Islam in the 11th, 12th, and 13th centuries. (H)	♦ Explain the causes and effects of the Crusades
WHI.10	Describe the rise of the Ottoman Empire in the 14th and 15th centuries, including the capture of Constantinople in 1453. (H)	♦ Significant events of the Ottoman Empire
WHI.11	Describe the decline of Muslim rule in the Iberian Peninsula and the subsequent rise of Spanish and Portuguese kingdoms after the Reconquest in 1492. (H)	♦ Describe the rise of Spain and Portugal

Possible ENTRY POINTS to Learning Standard(s) (and ACCESS SKILLS embedded in standards-based activities)

Less Complex

More Complex



ACCESS SKILLS
The student will:

- ◆ Demonstrate an understanding of relative location of places
- ◆ Sequence events to demonstrate understanding of time
- ◆ Identify pictures, maps, and charts to be used for group presentation on this topic
- ◆ Respond to text being read aloud (i.e., remain alert, request more)
- ◆ Choose appropriate text to read or to have read aloud
- ◆ Orient to books/orient book right side up
- ◆ Turn pages in a book or magazine
- ◆ Activate an electronic device to access text, communicate with others, or participate in an instructional activity
- ◆ Turn attention toward another person
- ◆ Grasp, manipulate, and release objects
- ◆ Organize instructional materials
- ◆ Take turns appropriately during classroom discussion
- ◆ Respond to/initiate contacts with others
- ◆ Apply rules for appropriate classroom behavior
- ◆ Use appropriate social greetings
- ◆ Follow simple directions
- ◆ Identify self and/or others
- ◆ Initiate or respond to request for joint attention

ENTRY POINTS
The student will:

- ◆ Recognize a map and globe of Earth and locate Jerusalem and the surrounding Holy Land
- ◆ Demonstrate knowledge of key historical events by sequencing them on a timeline
- ◆ Identify features of Islam and Christianity as two major world religions
- ◆ Identify features of European crusaders and Islamic warriors
- ◆ Trace the route of the Crusaders on a map

The student will:

- ◆ Locate Jerusalem and the surrounding Holy Land on a world map or globe
- ◆ Explain the significance of the Holy Land region for Christians and Muslims
- ◆ Explain why Catholic popes supported the Crusades
- ◆ On a map, trace the routes of the Crusades across Europe and the Mediterranean Sea

The student will:

- ◆ Discuss the role Catholic popes had in the European Crusades
- ◆ Using a variety of sources, explain the significance of Jerusalem and the Holy Land to Christians and Muslims
- ◆ Discuss how the Crusades affected Europe with special attention to increased trade
- ◆ Describe how the Crusades introduced features of Islamic culture to Europeans

Continue to address skills and concepts in this subject that approach grade-level expectations

CONTENT History and Social Science

TOPIC The World from the Fall of Rome through the Enlightenment

Learning Standards for: The Origins of European Western Expansion and the Civilizations of Central and South America

THEMES

- The influence of economic, political, religious, and cultural ideas as human societies move beyond regional, national, or geographic boundaries
- The birth, growth and decline of civilizations

Grades 8–12: World History I

Learning Standard as Written		Essence of Standard
WHI.12	Explain why European nations sent explorers westward and how overseas expansion led to the growth of commerce and the development of the trans-Atlantic slave trade. (H, E)	♦ Explain the reasons for European exploration of the Americas and the growth of the slave trade
WHI.13	Identify the three major pre-Columbian civilizations that existed in Central and South America (Maya, Aztec, and Inca) and their locations. Describe their political structures, religious practices, economies, art and architecture, and use of slaves. (H, G, E)	♦ Identify the civilizations of the Maya, Aztec, and Inca, including their locations and major characteristics
WHI.14	Identify the major economic, political, and social effects of the European colonial period in South America. (H, E)	♦ Identify the consequences of European colonialism in South America

Possible ENTRY POINTS to Learning Standard(s) (and ACCESS SKILLS embedded in standards-based activities)

Less Complex

More Complex



ACCESS SKILLS

The student will:

- ◆ Activate computer switch to find pictures of pre-Columbian civilizations
- ◆ Match pictures of European explorers
- ◆ Respond to text being read aloud (i.e., remain alert, request more)
- ◆ Choose appropriate text to read or to have read aloud
- ◆ Orient to books/orient book right side up
- ◆ Turn pages in a book or magazine
- ◆ Turn attention toward another person
- ◆ Grasp, manipulate, and release objects
- ◆ Organize instructional materials
- ◆ Take turns appropriately during classroom discussion
- ◆ Respond to/initiate contacts with others
- ◆ Apply rules for appropriate classroom behavior
- ◆ Use appropriate social greetings
- ◆ Follow simple directions
- ◆ Identify self and/or others
- ◆ Initiate or respond to request for joint attention

ENTRY POINTS

The student will:

- ◆ Locate Europe, North America, South America, and the Atlantic Ocean on a map or globe
- ◆ Demonstrate knowledge of historical events from this time period by using a timeline
- ◆ Investigate how Europeans used ships to sail across the Atlantic; trace the routes they followed on a map
- ◆ Explain why Europeans took dangerous voyages across the Atlantic to the Americas
- ◆ Identify dangers faced during voyages overseas in this time period
- ◆ Describe the culture of the Maya, Aztec, or Inca civilization

The student will:

- ◆ Explain why Europeans began to explore the Americas in the 1400s
- ◆ Locate areas that Europeans explored in the Americas on a world map or globe
- ◆ Examine how Spanish conquistadors explored and conquered regions of Latin America
- ◆ On a map, locate where the Maya, Aztec, and Inca civilizations existed before the arrival of Europeans
- ◆ Identify structures, crafts, and other artifacts from the Maya, Aztec, and Inca civilizations

The student will:

- ◆ Discuss how advances in technology allowed Europeans to explore the Americas in the 1400s
- ◆ Identify reasons Europeans explored the Americas, with special attention to gaining wealth and spreading Christianity
- ◆ Examine how the people of the Americas lived before the arrival of Europeans
- ◆ Compare the major features of the Maya, Aztec, and Inca civilizations
- ◆ Using a variety of sources, explain how Spain came to control large regions of Latin America

Continue to address skills and concepts in this subject that approach grade-level expectations

CONTENT History and Social Science

TOPIC The World from the Fall of Rome through the Enlightenment

Learning Standards for: African History to 1800

THEMES

- The influence of economic, political, religious, and cultural ideas as human societies move beyond regional, national, or geographic boundaries
- The birth, growth and decline of civilizations

Grades 8–12: World History I

Learning Standard as Written		Essence of Standard
WHI.15	Describe the indigenous religious practices observed by early Africans before contact with Islam and Christianity. (H)	♦ Describe religious beliefs and practices of early African peoples
WHI.16	Explain how extended family/kinship and tribal relationships have shaped indigenous African cultures, and their effects on the political and economic development of African countries. (H, E)	♦ Describe ways of family and economic life among early African peoples
WHI.17	Describe the different ways in which Islam and Christianity influenced indigenous African cultures. (H)	♦ Explain the effects of Islam and Christianity on African peoples
WHI.18	Identify the locations and time periods of the empires of Ghana, Mali, and Songhay. (H, G)	♦ Identify when and where the empires of Ghana, Mali, and Songhay existed
WHI.19	Describe important political and economic aspects of the African empires. (H, E) A. the economies of these empires (gold, salt, and slaves as commodities for trade by African kings) B. leaders such as Sundiata and Mansa Musa C. Timbuktu as a center of trade and learning	♦ Describe ways of life in the empires of Ghana, Mali, and Songhay and their significant leaders
WHI.20	Describe the development and effects of the trans-African slave trade to the Middle East from the 8th century on, and the trans-Atlantic slave trade to the Western Hemisphere from the 16th century on. (H, E, G)	♦ Describe the growth of the trans-African and trans-Atlantic slave trade, and their effects on Africa

Possible ENTRY POINTS to Learning Standard(s) (and ACCESS SKILLS embedded in standards-based activities)

Less Complex

More Complex



ACCESS SKILLS

The student will:

- ◆ Match shapes of African countries to countries on map
- ◆ Sequence events to demonstrate understanding of time
- ◆ Using pictures of families and tribes, sort same and different
- ◆ Activate switch to view slides of Africa
- ◆ Respond to text being read aloud (i.e., remain alert, request more)
- ◆ Choose appropriate text to read or to have read aloud
- ◆ Orient to books/orient book right side up
- ◆ Turn pages in a book or magazine
- ◆ Turn attention toward another person
- ◆ Grasp, manipulate, and release objects
- ◆ Organize instructional materials
- ◆ Take turns appropriately during classroom discussion
- ◆ Respond to/initiate contacts with others
- ◆ Apply rules for appropriate classroom behavior
- ◆ Use appropriate social greetings
- ◆ Follow simple directions
- ◆ Identify self and/or others
- ◆ Initiate or respond to request for joint attention

ENTRY POINTS

The student will:

- ◆ Locate Africa on a world map or globe
- ◆ Use a timeline to show the time period in which the African empires of Ghana, Mali, and Songhay existed
- ◆ Identify that Africa is a continent made up of many countries
- ◆ Describe the terms "family" and "tribe"
- ◆ Describe why and how Africans lived in tribes long ago
- ◆ Define "slave" and give examples of what slaves did

The student will:

- ◆ Locate Africa on a world map or globe, especially the former empires of Ghana, Mali, and Songhay
- ◆ Discuss the importance of families to daily African life pre-1800
- ◆ Compare and contrast the terms "family" and "tribe"
- ◆ Explore the role tribal relations played by in African society
- ◆ Explain the importance of gold and salt to people who lived in Africa long ago
- ◆ Describe reasons the slave trade grew

The student will:

- ◆ Locate the extent of the Ghana, Mali, and Songhay empires on a world map or globe
- ◆ Explain the significance of tribal relations in African society
- ◆ Explore how the empires of Ghana, Mali, and Songhay arose through the trade of gold and salt
- ◆ Examine the rise of Timbuktu as a major city engaged in trade, religion, and learning using a variety of sources
- ◆ Explain the significance of the slave trade within the Middle East and Africa, and to the Western Hemisphere

Continue to address skills and concepts in this subject that approach grade-level expectations

Instructional Idea based on Learning Standards WHI.16

In grades 8-12, students study relationships, languages, and other cultural aspects of tribes in a variety of African countries. Students work to develop an Ethnosphere for their classroom that shows the thoughts, beliefs, and myths of various tribes from different regions of Africa. The Ethnosphere will be displayed in the classroom and will grow as the class learns about new tribes and regions of the continent
(http://news.nationalgeographic.com/news/2003/05/0522_030522_humandiversity.html).

How all students can participate in this activity

Addressing Learning Standard(s) as written for this grade level	Possible Assessment Strategies and Portfolio Products
<p>Cory reads <i>"Unique Dogon Culture Survives in West Africa"</i> by Chris Rainier in <i>National Geographic News</i>, May 29, 2003 and views pictures provided with the story. He then creates a glossary of terms he learned from the story, and indicates on a map where the tribe is located in Africa by labeling it with a symbol of the culture. He then writes key facts about the culture beneath the map.</p>	<ul style="list-style-type: none"> • Data chart showing Cory's ability to demonstrate knowledge of African culture, including quizzes, in-class and homework assignments • Cory's completed map • Cory's glossary of terms
Addressing Learning Standard(s) at lower levels of complexity (Entry Points)	Possible Assessment Strategies and Portfolio Products
<p>Lexi is given a glossary of terms from the Dogon Culture that was developed by another student. She matches pictures and symbols to the terms. She then creates a symbol she feels represents the culture and places the symbol on a map, with help as needed from peers.</p>	<ul style="list-style-type: none"> • Data chart showing Lexi's ability to match symbols to terms from the Dogon and various other African cultures • Lexi's work sample matching pictures of symbols to terms • Symbol created by Lexi with her description of the symbol
Addressing Access Skills embedded in academic instruction	Possible Assessment Strategies and Portfolio Products
<p>Gordon is given pictures of symbols of terms from glossaries that have been created by students. He matches picture to picture for the symbols.</p>	<ul style="list-style-type: none"> • Data chart showing Gordon's ability to match pictures of symbols • Gordon's work sample matching pictures of symbols • Photograph of Gordon matching pictures from different African cultures to pictures on the bulletin board

CONTENT History and Social Science

TOPIC The World from the Fall of Rome through the Enlightenment

Learning Standards for: Indian History to 1800

THEMES

- The influence of economic, political, religious, and cultural ideas as human societies move beyond regional, national, or geographic boundaries
- The birth, growth, and decline of civilizations

Grades 8–12: World History I

Learning Standard as Written		Essence of Standard
WHI.21	Describe important economic, political, and religious developments in Indian history to 1800. (H) A. the origins of Indian civilization in the Indus Valley B. the evolution and central principles of Hinduism C. the development of the caste system D. the influence of Islam and the rise and fall of the Moghul empire E. artistic and intellectual achievements, including the development of a decimal system	♦ Identify significant developments in Indian history before 1800, with special attention to Hinduism
WHI.22	Describe the growth of British influence in India and the emergence of the British Raj. (H)	♦ Describe the causes and effects of British influence in India

Possible ENTRY POINTS to Learning Standard(s) (and ACCESS SKILLS embedded in standards-based activities)

Less Complex

More Complex



ACCESS SKILLS

The student will:

- ◆ Use pictures to find a familiar location
- ◆ Identify same and different using pictures of Indian civilizations
- ◆ Sequence events to demonstrate understanding of time
- ◆ Respond to text being read aloud (i.e., remain alert, request more)
- ◆ Choose appropriate text to read or to have read aloud
- ◆ Orient to books/orient book right side up
- ◆ Turn pages in a book or magazine
- ◆ Activate an electronic device to access text, communicate with others, or participate in an instructional activity
- ◆ Turn attention toward another person
- ◆ Grasp, manipulate, and release objects
- ◆ Organize instructional materials
- ◆ Take turns appropriately during classroom discussion
- ◆ Respond to/initiate contacts with others
- ◆ Apply rules for appropriate classroom behavior
- ◆ Use appropriate social greetings
- ◆ Follow simple directions
- ◆ Identify self and/or others
- ◆ Initiate or respond to request for joint attention

ENTRY POINTS

The student will:

- ◆ Locate India on a map
- ◆ Demonstrate knowledge of historical events from this time period by using a timeline
- ◆ Identify India's varied geographic features
- ◆ Locate the Indus River on a map of India
- ◆ Describe how people lived along the Indus River before 1800
- ◆ Identify distinctive features of Indian culture (e.g., architecture, clothing, sacred cows, artwork, cuisine)
- ◆ Name two important tenets (beliefs) of Hinduism

The student will:

- ◆ Locate the Indus Valley on a world map or globe
- ◆ Investigate the importance of the Indus River to the development of Indian civilization long ago
- ◆ Describe the achievements of the ancient Indus Valley civilizations
- ◆ Identify Hinduism as a major world religion and identify its important tenets (beliefs)
- ◆ Discuss how Hindu beliefs affect modern Indian society
- ◆ Explain the caste system

The student will:

- ◆ Discuss why the Indus Valley was the site of the earliest Indian civilizations
- ◆ Explore the origins of Hinduism and compare its beliefs to those of other major world religions
- ◆ Examine how Hinduism affects Indian culture with special attention to the caste system
- ◆ Explain how and why Britain became involved in India and the effects of British influence on Indian culture

Continue to address skills and concepts in this subject that approach grade-level expectations

Instructional Idea based on Learning Standards WHI.21

In Grades 8-12, students study the evolution and central principles of Hinduism by reading about the different Hindu gods. Each student chooses a god on which to focus and write a fact sheet. The fact sheets are placed on a bulletin board that has pictures and symbols of all the gods on it.

How all students can participate in this activity

Addressing Learning Standard(s) as written for this grade level	Possible Assessment Strategies and Portfolio Products
After reading about the Hindu gods, Sheldon participates in a classroom discussion about the gods and their influence on Indian culture. Sheldon researches Ganesha and develops a fact sheet about the god. Sheldon presents his facts and teaches the class a yoga pose representing the god.	<ul style="list-style-type: none"> • Data chart showing Sheldon's ability to demonstrate knowledge of Hinduism including quizzes, in-class assignments and homework assignments • Sheldon's completed fact sheet • Sheldon's test matching names to pictures and descriptions of the gods • Sheldon's presentation on a god
Addressing Learning Standard(s) at lower levels of complexity (Entry Points)	Possible Assessment Strategies and Portfolio Products
A teacher or peer dictates the list of key words that describe Hindu gods. Lori writes the words under symbols of Hindu gods. She then uses each key word in a sentence.	<ul style="list-style-type: none"> • Data chart showing Lori's ability to identify Hindu gods • Lori's work sample matching descriptions to symbols of Hindu gods • Lori's work sample identifying Hindu gods by name
Addressing Access Skills embedded in academic instruction	Possible Assessment Strategies and Portfolio Products
Jessica practices gross motor activities by peers imitating yoga poses modeled representing the god they have researched.	<ul style="list-style-type: none"> • Field data chart showing Jessica's ability to imitate gross motor activities • Bar or line graph summarizing the field data chart • Video clip of Jessica and peers during yoga pose activity

CONTENT History and Social Science

TOPIC The World from the Fall of Rome through the Enlightenment

Learning Standards for: History of China, Japan, and Korea to 1800

THEMES

- The birth, growth and decline of civilizations

Grades 8–12: World History I

Learning Standard as Written		Essence of Standard
WHI.23	Summarize the major reasons for the continuity of Chinese civilization through the 19th century. (H) A. the role of kinship and Confucianism in maintaining order and hierarchy B. the political order established by the various dynasties that ruled China C. the role of civil servants/scholars in maintaining a stable political and economic order	<ul style="list-style-type: none"> ◆ Describe ways of life in China during the 1800s ◆ Describe Chinese civilization before 1800, including the social, political, economic, and religious orders
WHI.24	Describe the growth of commerce and towns in China and the importance of agriculture to the development of the Chinese economy to 1800, including the limited role of slavery. (H)	<ul style="list-style-type: none"> ◆ Describe the significance of agriculture and trade in China before 1800
WHI.25	Summarize the major economic, political, and religious developments in Japanese history to 1800. (H) A. the evolution of Shinto and Japanese Buddhism B. the development of feudalism C. the rise of the Shoguns and the role of the samurai	<ul style="list-style-type: none"> ◆ Identify significant events and developments in Japanese history before 1800
WHI.26	Describe Japan's cultural and economic relationship to China and Korea. (H, G)	<ul style="list-style-type: none"> ◆ Describe Japan's relationships with China and Korea
WHI.27	Describe the influence and consequences of Japanese isolationism to 1800. (H, G)	<ul style="list-style-type: none"> ◆ Identify causes and effects of Japan's isolationist policies
WHI.28	Explain how Korea has been both a battleground and a cultural bridge between China and Japan. (H, G)	<ul style="list-style-type: none"> ◆ Explain Korea's significance to Chinese and Japanese history and culture

Possible ENTRY POINTS to Learning Standard(s) (and ACCESS SKILLS embedded in standards-based activities)

Less Complex

More Complex



ACCESS SKILLS

The student will:

- ◆ Demonstrate an understanding of relative location of objects related to this topic
- ◆ Sequence events to demonstrate understanding of time
- ◆ Use a map to orient to surroundings
- ◆ Grasp, manipulate, and release puzzle pieces to complete a puzzle map of China, Japan, and/or Korea
- ◆ Respond to text being read aloud (i.e., remain alert, request more)
- ◆ Choose appropriate text to read or to have read aloud
- ◆ Activate an electronic device to access text, communicate with others, or participate in an instructional activity
- ◆ Turn attention toward another person
- ◆ Organize instructional materials
- ◆ Take turns appropriately during classroom discussion
- ◆ Respond to/initiate contacts with others
- ◆ Apply rules for appropriate classroom behavior
- ◆ Use appropriate social greetings
- ◆ Follow simple directions
- ◆ Identify self and/or others
- ◆ Initiate or respond to request for joint attention

ENTRY POINTS

The student will:

- ◆ Locate China, Korea, and Japan on a world map or globe
- ◆ Demonstrate knowledge of historical events by using a timeline
- ◆ Compare China's and Japan's geographies using textured maps
- ◆ Compare features of life in China and Japan before 1800
- ◆ Identify Japan as an island nation
- ◆ Describe why agriculture is important to Chinese history, culture, and economy
- ◆ Name two major tenets (beliefs) of Buddhism

The student will:

- ◆ Locate China, Korea, and Japan on a world map or globe and explain that these countries are located in Asia
- ◆ Discuss the role emperors had in Chinese history
- ◆ Describe China's highly organized system of government
- ◆ Explain why Japan remained largely isolated from the world until the 1800s
- ◆ Identify Buddhism as a major world religion and explain its significance to Japanese culture
- ◆ Describe how emperors influenced daily life
- ◆ Trace a typical day in China, Korea, and/or Japan prior to 1800
- ◆ Give examples of how China and Japan co-existed as neighbors before 1800
- ◆ Identify and explain a significant cultural event from Korean history

The student will:

- ◆ Describe the significance of Confucius in Chinese culture
 - ◆ Explain the significance of dynastic rule in Chinese history
 - ◆ Identify Buddhism as a major world religion and identify its major tenets (beliefs)
 - ◆ Explain how Japanese feudalism was structured and its significance to Japan's history
 - ◆ Describe Korea's significant connection to Chinese and Japanese history
- Continue to address skills and concepts in this subject that approach grade-level expectations*

Instructional Idea based on Learning Standards WHI.23

In grades 8-12, students study the voyages of the Ming Dynasty. Students read about and discuss the important Chinese decision to end maritime voyages and scrap the fleet. Students role-play advising the Emperor of the Ming court on whether or not to end the voyages (<http://www.askasia.org/frclasrm/lessplan/1000069.htm>).

How all students can participate in this activity

Addressing Learning Standard(s) as written for this grade level	Possible Assessment Strategies and Portfolio Products
<p>Morgan participates in a group that studies one of the seven voyages made during the Ming Dynasty. He marks a map showing the voyage, labels the map with the goods obtained during this voyage, and write about what the voyage accomplished. Morgan and his group use the information to develop a rationale as to why the voyages should or should not continue.</p>	<ul style="list-style-type: none"> • Data chart showing Morgan's ability to demonstrate knowledge Ming Dynasty voyages, including quizzes, tests, homework, and in-class assignments • Morgan's labeled map of a Ming Dynasty voyage • Morgan's list of accomplishments from this voyage
Addressing Learning Standard(s) at lower levels of complexity (Entry Points)	Possible Assessment Strategies and Portfolio Products
<p>Carlos participates in a group that studies one of the seven voyages made during the Ming Dynasty, and works with a peer to create a map of the voyage. The peer labels the map with symbols showing where the journey begins and ends and labels that region with words listing the goods obtained during that journey. Carlos draws lines connecting the symbols to trace the path of the journey and places pictures on the map that match the goods listed.</p>	<ul style="list-style-type: none"> • Data chart showing Carlos' ability to label maps with required information • Carlos' completed map of Ming Dynasty journey • Carlos' completed timeline of Ming Dynasty journeys
Addressing Access Skills embedded in academic instruction	Possible Assessment Strategies and Portfolio Products
<p>Trevor works with a peer who is labeling a map of a voyage made during the Ming Dynasty. Trevor is working on pointing skills. The peer labels parts of the map as Trevor points to the place on the map to be labeled using his index finger.</p>	<ul style="list-style-type: none"> • Data chart showing Trevor's progress using his index finger to point to objects • Map showing where Trevor pointed, labeled by the peer • Work sample of objects pointed to by Trevor, placed in a journal and labeled by peer

CONTENT History and Social Science

TOPIC The World from the Fall of Rome through the Enlightenment

Learning Standards for: Renaissance and the Reformation in Europe

THEMES

- The influence of economic, political, religious, and cultural ideas as human societies move beyond regional, national, or geographic boundaries

Grades 8–12: World History I

Learning Standard as Written		Essence of Standard
WHI.29	Describe the origins and development of the Renaissance, including the influence and accomplishments of Machiavelli, Michelangelo, Leonardo da Vinci, Raphael, Shakespeare, and Johannes Gutenberg. (H)	♦ Describe the significance of the Renaissance and its leading figures
WHI.30	Describe origins and effects of the Protestant Reformation. (H) A. the reasons for the growing discontent with the Catholic Church, including the main ideas of Martin Luther and John Calvin B. the spread of Protestantism across Europe, including the reasons and consequences of England’s break with the Catholic Church C. the weakening of a uniform Christian faith D. the consolidation of royal power	♦ Describe the significance of the Protestant Reformation
WHI.31	Explain the purposes and policies of the Catholic Counter-Reformation, including the influence and ideas of Ignatius Loyola. (H)	♦ Explain the response of the Catholic Church to the Renaissance
WHI.32	Explain the role of religion in the wars among European nations in the 15th and 16th centuries. (H)	♦ Explain religion and warfare in Europe during the 15th and 16th centuries

Possible ENTRY POINTS to Learning Standard(s) (and ACCESS SKILLS embedded in standards-based activities)

Less Complex

More Complex



ACCESS SKILLS
The student will:

- ◆ Use pictures to find a familiar location
- ◆ Using pictures of various Renaissance artworks, match picture to picture, and identify same and different
- ◆ Sequence events to demonstrate understanding of time
- ◆ Grasp, manipulate, and release pictures and replicas of different works of art from the Renaissance and Reformation
- ◆ Respond to text being read aloud (i.e., remain alert, request more)
- ◆ Turn pages in a book or magazine
- ◆ Activate an electronic device to access text, communicate with others, or participate in an instructional activity
- ◆ Turn attention toward another person
- ◆ Organize instructional materials
- ◆ Take turns appropriately during classroom discussion
- ◆ Respond to/initiate contacts with others
- ◆ Apply rules for appropriate classroom behavior
- ◆ Use appropriate social greetings
- ◆ Follow simple directions
- ◆ Identify self and/or others
- ◆ Initiate or respond to request for joint attention

ENTRY POINTS
The student will:

- ◆ Locate Italy on a map
- ◆ Demonstrate knowledge of historical events by using a timeline
- ◆ Describe different art forms created during the Renaissance and what they show
- ◆ Explain the differences and similarities among different forms of art (e.g., paintings, statues, murals) from this time period
- ◆ Describe how books were printed before and after the printing press
- ◆ Identify at least one major artist from this period in history and identify his/her works

The student will:

- ◆ Locate Italy, England, France, and Germany on a map or globe
- ◆ Explain that Italy is the birthplace of the Renaissance
- ◆ Explain that the Renaissance marked a revival in the classical world
- ◆ Examine and describe pictures of artistic masterpieces created during the Renaissance and identify their creators
- ◆ Discuss the influence of the printing press
- ◆ Describe how a printing press is able to mass-produce printed materials

The student will:

- ◆ Explain that the Renaissance was a period of renewed interest in the classical world
- ◆ Explain that the Renaissance began in Italy and spread throughout much of Europe
- ◆ Describe the significance of Gutenberg's printing press to the spread of the Renaissance
- ◆ Examine pictures of artistic masterpieces created during the Renaissance and describe what they show
- ◆ Select a significant Renaissance figure and explore and explain his/her achievements
- ◆ Describe the reasons why opposition grew to the teachings and policies of the Catholic Church and resulted in the formation of Protestant churches

Continue to address skills and concepts in this subject that approach grade-level expectations

Instructional Idea based on Learning Standards WHI.29

In grades 8-12, students study the inventions Leonardo da Vinci (<http://www.mos.org/sIn/Leonardo/InventorsWorkshop.html>).

How all students can participate in this activity

Addressing Learning Standard(s) as written for this grade level	Possible Assessment Strategies and Portfolio Products
<p>Cyrus visits the "Exploring Leonardo" Web site and reads "Visions of the Future." He compares da Vinci's inventions to modern inventions. Using the "Inventors Toolbox Guide" he chooses a machine invented by da Vinci and chooses one to sketch, labeling the different parts. He also plays the "Leonardo's Mystery Machines" game with a peer.</p>	<ul style="list-style-type: none"> • Data chart showing Cyrus' ability to demonstrate knowledge of the Renaissance Era, including quizzes, and in-class assignments and homework • Work sample showing Cyrus's comparison of da Vinci's invention to a modern-day machine • Work sample showing Cyrus' answers during the game • Homework assignment answering questions about da Vinci's inventions
Addressing Learning Standard(s) at lower levels of complexity (Entry Points)	Possible Assessment Strategies and Portfolio Products
<p>Jennifer visits the "Exploring Leonardo" Web site and clicks on inventions listed under "Visions of the Future." She matches pictures from the "Inventors Toolbox Guide" of da Vinci's machines to their appropriate function selected from a list. She plays a modified version of "Leonardo's Mystery Machines" game with a peer.</p>	<ul style="list-style-type: none"> • Data chart showing Jennifer's ability to demonstrate knowledge of simple machines during in-class activities • Jennifer's work sample created when matching pictures of machines to their appropriate function • Videotape of Jennifer participating in the game
Addressing Access Skills embedded in academic instruction	Possible Assessment Strategies and Portfolio Products
<p>Wilson is working on activating simple machines set up in the classroom. He visits the "Exploring Leonardo" Web site with a peer. He is asked to press the button a computer mouse after the peer places the cursor on a picture of a modern invention. When he presses the button, da Vinci's sketch of the invention appears. He then activates simple machines displayed at the learning center by pressing buttons or a lever.</p>	<ul style="list-style-type: none"> • Data chart showing Wilson's ability to activate simple machines • Video of Wilson activating simple machines • Work sample of pictures created by Wilson and printed by a peer after Wilson pressed the mouse

CONTENT History and Social Science

TOPIC The World from the Fall of Rome through the Enlightenment

Learning Standards for: Scientific Revolution and the Enlightenment in Europe

THEMES

- The evolution of the concepts of personal freedom, individual responsibility, and respect for human dignity
- The development of scientific reasoning, technology, and formal education over time and their effects on people’s health, standards of living, economic growth, government, religious beliefs, communal life, and the environment

Grades 8–12: World History I

Learning Standard as Written		Essence of Standard
WHI.33	Summarize how the Scientific Revolution and the scientific method led to new theories of the universe and describe the accomplishments of leading figures of the Scientific Revolution, including Bacon, Copernicus, Descartes, Galileo, Kepler, and Newton. (H)	♦ Explain the major accomplishments and leading figures of the Scientific Revolution
WHI.34	Describe the concept of Enlightenment in European history and describe the accomplishments of major Enlightenment thinkers, including Diderot, Kant, Locke, Montesquieu, Rousseau, and Voltaire. (H)	♦ Describe the major accomplishments and leading figures of the Enlightenment
WHI.35	Explain how the Enlightenment contributed to the growth of democratic principles of government, a stress on reason and progress, and the replacement of a theocentric interpretation of the universe with a secular interpretation. (H)	♦ Explain the Enlightenment’s contributions to rational and democratic thought

Possible ENTRY POINTS to Learning Standard(s) (and ACCESS SKILLS embedded in standards-based activities)

Less Complex

More Complex



ACCESS SKILLS

The student will:

- ◆ Complete a timeline by matching shapes or pictures representing discoveries from this time period
- ◆ Place objects appropriately on a poster of discoveries of the Scientific Revolution
- ◆ Match pictures of leading figures of the Scientific Revolution
- ◆ Respond to text being read aloud (i.e., remain alert, request more)
- ◆ Choose appropriate text to read or to have read aloud
- ◆ Orient to books/orient book right side up
- ◆ Turn pages in a book or magazine
- ◆ Activate an electronic device to access text, communicate with others, or participate in an instructional activity
- ◆ Turn attention toward another person
- ◆ Grasp, manipulate, and release objects
- ◆ Take turns appropriately during classroom discussion
- ◆ Respond to/initiate contacts with others
- ◆ Apply rules for appropriate classroom behavior
- ◆ Use appropriate social greetings
- ◆ Follow simple directions
- ◆ Identify self and/or others
- ◆ Initiate or respond to request for joint attention

ENTRY POINTS

The student will:

- ◆ Demonstrate knowledge of historical events from this time period using a timeline
- ◆ Give examples of what scientists studied during this time period
- ◆ Identify significant theories proposed and discoveries made during the Scientific Revolution
- ◆ Select a significant individual involved in the Scientific Revolution and explore his or her work

The student will:

- ◆ Identify different scientific fields (e.g., astronomy, biology, chemistry, physics) and their focuses of inquiry, as evidenced by various thinkers' theories
- ◆ Examine the significance of a theory proposed or a discovery made during the Scientific Revolution
- ◆ Select a significant individual involved in the Scientific Revolution and explore his works

The student will:

- ◆ Explain why the Scientific Revolution served to change the way people viewed the world around them
- ◆ Using a variety of sources, discuss the work of significant scientists during the Scientific Revolution and explain how their achievements influenced life on Earth
- ◆ Explore reasons writers and philosophers began to express opposition to absolute monarchies and the power of the church
- ◆ Describe the Enlightenment and explain its importance

Continue to address skills and concepts in this subject that approach grade-level expectations

Instructional Idea based on Learning Standards WHI.33

In grades 8-12, students read about and discuss scientists from the Scientific Revolution and create a timeline for the life of one scientist.

How all students can participate in this activity

Addressing Learning Standard(s) as written for this grade level	Possible Assessment Strategies and Portfolio Products
<p>Shelby participates in a small-group discussion about the accomplishments of Galileo. Her group gathers information from the library and the Internet of Galileo's life. Each student then creates his or her own timeline of his life. She writes about one of Galileo's accomplishments and how that accomplishment affects our lives today.</p>	<ul style="list-style-type: none"> • Data chart showing Shelby's ability to demonstrate knowledge of leading figures of the Scientific Revolution, including quizzes, and in-class and homework assignments • Shelby's completed timeline • Shelby's journal entry about Galileo
Addressing Learning Standard(s) at lower levels of complexity (Entry Points)	Possible Assessment Strategies and Portfolio Products
<p>Tina participates in a small group creating a timeline of the life and accomplishments of Copernicus. She is given the dates of major accomplishments to put in order on the timeline. She then is given an array of pictures from which to select a picture of a particular accomplishment and place it next to the date. Tina also participates in a modified classroom quiz that contains a list of scientists in one column and a place for a picture of an invention in another. Tina is given pictures, the inventions with their names, and places each picture next to the name of its inventor.</p>	<ul style="list-style-type: none"> • Data chart showing Tina's ability to create timelines • Work sample of pictures chosen by Tina to match to their dates • Tina's modified quiz
Addressing Access Skills embedded in academic instruction	Possible Assessment Strategies and Portfolio Products
<p>Mohammed participates in a small group activity to create a timeline of the life and accomplishments of Sir Isaac Newton. On the timeline, boxes are drawn in which pictures of accomplishments are to be placed. Mohammed is given one picture at a time to place it within the lines of the box.</p>	<ul style="list-style-type: none"> • Data chart showing Mohammed's ability to place objects within boundaries • Mohammed's completed timeline • Mohammed's work sample of objects placed within boundaries

CONTENT History and Social Science

TOPIC The World from the Fall of Rome through the Enlightenment

Learning Standards for: The Growth and Decline of Islamic Empires

THEMES

- The evolution of the concepts of personal freedom, individual responsibility, and respect for human dignity
- The development of scientific reasoning, technology, and formal education over time and their effects on people's health, standards of living, economic growth, government, religious beliefs, communal life, and the environment

Grades 8–12: World History I

Learning Standard as Written		Essence of Standard
WHI.36	Describe the expansion of the Ottoman Empire in the 15th and 16th centuries into North Africa, Eastern Europe, and throughout the Middle East. (H, E)	♦ Describe the Ottoman Empire in the 15th and 16th centuries
WHI.37	Describe the expansion of Islam into India from the 13th through the 17th century, the role of the Mongols, the rise and fall of the Moghul Empire, and the relationship between Muslims and Hindus. (H, E)	♦ Describe the Mongols, Moghul Empire, expansion of Islam, and the relationship of Muslims and Hindus
WHI.38	Account for the declining strength of the Ottoman Empire beginning in the 17th century, including the failed siege of Vienna in 1683 and the rapid pace of modernization in European economic, political, religious, scientific, and intellectual life resulting from the ideas embedded in the Renaissance, the Reformation, the Scientific Revolution, the Enlightenment, and the Industrial Revolution. (H, E)	♦ Explain the decline of the Ottoman Empire and increasing modernization of Europe in the late 17th century

Possible ENTRY POINTS to Learning Standard(s) (and ACCESS SKILLS embedded in standards-based activities)

Less Complex

More Complex



ACCESS SKILLS
The student will:

- ◆ Match pictures of people and objects related to the Ottoman Empire
- ◆ Sequence events to demonstrate understanding of time
- ◆ Respond to text being read aloud (i.e., remain alert, request more)
- ◆ Choose appropriate text to read or to have read aloud
- ◆ Orient to books/orient book right side up
- ◆ Turn pages in a book or magazine
- ◆ Activate an electronic device to access text, communicate with others, or participate in an instructional activity
- ◆ Turn attention toward another person
- ◆ Grasp, manipulate, and release objects
- ◆ Organize instructional materials
- ◆ Take turns appropriately during classroom discussion
- ◆ Respond to/initiate contacts with others
- ◆ Apply rules for appropriate classroom behavior
- ◆ Use appropriate social greetings
- ◆ Follow simple directions
- ◆ Identify self and/or others
- ◆ Initiate or respond to request for joint attention

ENTRY POINTS
The student will:

- ◆ Recognize a map and globe of Earth and locate present-day Turkey and Istanbul
- ◆ Demonstrate knowledge of historical events by using a timeline
- ◆ Explore what daily life was like in Istanbul (Constantinople) during the height of the Ottoman Empire

The student will:

- ◆ On a map or globe of Earth, locate present-day Turkey, North Africa, and India
- ◆ Explore how Turkey became the center of the Ottoman Empire, with special attention to the importance of Constantinople
- ◆ Examine how advances in technology and warfare contributed to the growth of the Ottoman Empire

The student will:

- ◆ Identify how and why the Ottomans built a large and powerful empire before 1500
- ◆ Explore the contributions of Suleiman to the growth of the Ottoman Empire
- ◆ Explore how the Ottoman Empire was a blend of Byzantine and Muslim cultures
- ◆ Examine how the growth of more powerful European nation states led to the decline of the Ottoman Empire

Continue to address skills and concepts in this subject that approach grade-level expectations

CONTENT History and Social Science

TOPIC The Rise of the Nation State to the Present

Learning Standards for: The Growth of the Nation State in Europe

THEMES

- The growth and impact of centralized state power

Grades 8–12: World History II

Learning Standard as Written		Essence of Standard
WHII.1	Describe the growing consolidation of political power in Europe from 1500 to 1800 as manifested in the rise of nation states ruled by monarchs. (H, C, E) <ul style="list-style-type: none"> A. the rise of the French monarchy, including the policies and influence of Louis XIV B. the Thirty Years War and the Peace of Westphalia C. the growing power of Russian tsars, including the attempts at Westernization by Peter the Great, the growth of serfdom, and Russia's rise as an important force in Eastern Europe and Asia D. the rise of Prussia E. Poland and Sweden 	♦ Describe the growth of powerful nation states in Europe from 1500–1800
WHII.2	Explain why England was the main exception to the growth of absolutism in royal power in Europe. (H, C) <ul style="list-style-type: none"> A. the causes and essential events of the English Civil War and the Glorious Revolution of 1688 B. the effect of the Glorious Revolution on the development of constitutional government and liberty in England, including the importance of the English Bill of Rights and how it limited the power of the monarch to act without the consent of Parliament 	♦ Explain the decline of royal power in England, with special attention to the Glorious Revolution and the English Bill of Rights
WHII.3	Summarize the important causes and events of the French Revolution. (H, C, E) <p><i>Causes:</i></p> <ul style="list-style-type: none"> A. the effect of Enlightenment political thought B. the influence of the American Revolution C. economic troubles and the rising influence of the middle class D. government corruption and incompetence <p><i>Events:</i></p> <ul style="list-style-type: none"> A. the role of the Estates General and the National Assembly B. the storming of the Bastille on July 14, 1789 C. the 1789 Declaration of the Rights of Man and the Citizen D. the execution of Louis XVI in 1793 E. the Terror F. the rise and fall of Napoleon G. the Congress of Vienna 	♦ Explain the causes and events of the French Revolution and its significant events
WHII.4	Summarize the major effects of the French Revolution. (H) <ul style="list-style-type: none"> A. its contribution to modern nationalism and its relationship to totalitarianism B. the abolition of theocratic absolutism in France C. the abolition of remaining feudal restrictions and obligations D. its support for the ideas of popular sovereignty, religious tolerance, and legal equality 	♦ Explain the major effects of the French Revolution

Possible ENTRY POINTS to Learning Standard(s) (and ACCESS SKILLS embedded in standards-based activities)

Less Complex

More Complex



ACCESS SKILLS

The student will:

- ◆ Sequence events to demonstrate an understanding of time
- ◆ Demonstrate an understanding of relative location of objects
- ◆ Use switch to activate a slide show of European monarchs
- ◆ Grasp, manipulate, and release puzzle pieces to help complete a map of Europe
- ◆ Respond to text being read aloud (i.e., remain alert, request more)
- ◆ Choose appropriate text to read or to have read aloud
- ◆ Orient to books/orient book right side up
- ◆ Turn attention toward another person
- ◆ Take turns appropriately during classroom discussion
- ◆ Respond to/initiate contacts with others
- ◆ Apply rules for appropriate classroom behavior
- ◆ Use appropriate social greetings
- ◆ Follow simple directions
- ◆ Identify self and/or others
- ◆ Initiate or respond to request for joint attention

ENTRY POINTS

The student will:

- ◆ Using a map and/or globe, locate France and Great Britain
- ◆ Demonstrate knowledge of historical events from this time period by using a timeline
- ◆ Discuss what it means when people are organized into countries or nations
- ◆ Identify reasons that people revolt against authority

The student will:

- ◆ Explain the role of monarchs (kings and queens) in European countries
- ◆ Explain important details about the reign of Louis XIV in France
- ◆ Identify a significant cause of the French Revolution
- ◆ Discuss the significance of the French Revolution
- ◆ Explain how the English Bill of Rights limited the power of the British monarch

The student will:

- ◆ Discuss how and why strong nations emerged in Europe before 1800, with special attention to England and France
- ◆ Research using a variety of media the powers that monarchs had in England and France
- ◆ Discuss reasons Louis XIV was an absolute monarch
- ◆ Explore the causes and effects of the French Revolution, with special attention to the distribution of landownership and taxation
- ◆ Explain events that led to limitations on the powers of English monarchs

Continue to address skills and concepts in this subject that approach grade-level expectations

**History and
Social Science**

World History II

*Industrial Revolution and
Social and Political Change
in Europe, 1800–1914*

Grades 8–12

CONTENT History and Social Science

TOPIC The Rise of the Nation State to the Present

Learning Standards for: Industrial Revolution and Social
and Political Change in Europe, 1800–1914

THEMES

- The growth and spread of free markets and industrial economies

Grades 8–12: World History II

Learning Standard as Written		Essence of Standard
WHII.5	Identify the causes of the Industrial Revolution. (H, E) A. the rise in agricultural productivity B. transportation improvements such as canals and railroads C. the influence of the ideas of Adam Smith D. new sources of energy such as coal and technological innovations such as the steam engine	◆ Identify the causes of the Industrial Revolution
WHII.6	Summarize the social and economic impact of the Industrial Revolution. (H, E) A. the vast increases in productivity and wealth B. population and urban growth C. the growth of a middle class D. problems caused by urbanization and harsh working conditions	◆ Explain the effects of the Industrial Revolution on European life
WHII.7	Describe the rise of unions and socialism, including the ideas and influence of Robert Owen and Karl Marx. (H, E)	◆ Describe the growth of labor unions
WHII.8	Describe the rise and significance of antislavery sentiment in Britain, including the abolition of the slave trade by the British Parliament in 1807, the abolition of slavery within the British Empire in 1833, and the role of various antislavery societies. (H)	◆ Describe the antislavery movement in Britain
WHII.9	Explain the impact of various social and political reforms and reform movements in Europe. (H, C, E) A. liberalism B. child labor laws, and social legislation such as old age pensions and health and unemployment insurance C. the expansion of voting rights	◆ Explain significant reform movements in Europe
WHII.10	Summarize the causes, course, and consequences of the unification of Italy and Germany. (H) A. Germany's replacement of France as the dominant power in continental Europe B. the role of Cavour and Bismarck in the unification of Italy and Germany	◆ Explain how Italy and Germany became unified
WHII.11	Describe the causes of 19th century European imperialism. (H, E) A. the desire for economic gain and resources B. the missionary impulse and the search for strategic advantage and national pride	◆ Identify causes for the growth of European imperialism

Possible ENTRY POINTS to Learning Standard(s) (and ACCESS SKILLS embedded in standards-based activities)

Less Complex

More Complex



ACCESS SKILLS

The student will:

- ◆ Demonstrate an understanding of relative location of objects
- ◆ Sequence events to demonstrate understanding of time
- ◆ Demonstrate an understanding of trade (e.g., token economy)
- ◆ Use switch to advance slides during peer's presentation on the Industrial Revolution
- ◆ Respond to text being read aloud (i.e., remain alert, request more)
- ◆ Choose appropriate text to read or to have read aloud
- ◆ Orient to books/orient book right side up
- ◆ Turn pages in a book or magazine
- ◆ Turn attention toward another person
- ◆ Grasp, manipulate, and release objects and pictures from this time period
- ◆ Organize instructional materials
- ◆ Take turns appropriately during classroom discussion
- ◆ Respond to/initiate contacts with others
- ◆ Apply rules for appropriate classroom behavior
- ◆ Use appropriate social greetings
- ◆ Follow simple directions
- ◆ Identify self and/or others
- ◆ Initiate or respond to request for joint attention

ENTRY POINTS

The student will:

- ◆ Locate Britain on a map
- ◆ Demonstrate knowledge of historical events for this time period by using a timeline
- ◆ Identify Britain as the birthplace of the Industrial Revolution
- ◆ Identify different meanings of "revolution" (e.g., French Revolution, Industrial Revolution)
- ◆ Identify differences in the work people do on farms and in factories
- ◆ Identify goods produced on farms and in factories
- ◆ Describe what it was like to work in factories and mills during the 1800s
- ◆ Explain how the growth of factories led to the growth of cities

The student will:

- ◆ Explain differences in the living conditions and the work people did on farms and in factories
- ◆ Research reasons factories emerged in Britain, with attention to advances in technology and availability of workers
- ◆ Examine how the Industrial Revolution led to the growth of cities and an increase in urban problems
- ◆ Discuss why workers formed unions
- ◆ Explore the need for foreign markets created by the Industrial Revolution

The student will:

- ◆ Discuss why the availability of land, labor, and capital made Britain the ideal location for the origin of the Industrial Revolution
- ◆ Explain why the Industrial Revolution caused cities to grow rapidly, and the effect this growth had on families, the environment, and social classes
- ◆ Explore and explain reform movements caused by the Industrial Revolution, with attention to child labor laws and attempts to create labor unions
- ◆ Describe the term "imperialism" and why the Industrial Revolution resulted in many European nations becoming imperialist powers
- ◆ Explain the antislavery movement

Continue to address skills and concepts in this subject that approach grade-level expectations

**History and
Social Science**

World History II

*Asian, African, and
Latin American History
in the 19th and Early
20th Centuries*

Grades 8–12

CONTENT History and Social Science
TOPIC The Rise of the Nation State to the Present

Learning Standards for: Asian, African, and Latin American History in the 19th and Early 20th Centuries

THEMES

- The influence of economic, political, religious, and cultural ideas as human societies move beyond regional, national, or geographic boundaries

Grades 8–12: World History II

Learning Standard as Written		Essence of Standard
WHII.12	Identify major developments in Indian history in the 19th and early 20th century. (H, E) A. the economic and political relationship between India and Britain B. the building of roads, canals, railroads, and universities C. the rise of Indian nationalism and the influence and ideas of Gandhi	♦ Identify the major developments in Indian history, including its relationship with Britain and the rise of Indian nationalism
WHII.13	Identify major developments in Chinese history in the 19th and early 20th centuries. (H, E) A. China's explosive population growth between 1750 and 1850 B. Decline of the Manchu dynasty beginning in the late 18th century C. Growing Western influence D. The Opium War E. The Taiping rebellion from 1850 to 1864 F. The Boxer Rebellion G. Sun Yat-Sen and the 1911 nationalist revolution	♦ Explain the major developments in Chinese history, including growing Western influence and the rise of Chinese nationalism
WHII.14	Identify major developments in Japanese history in the 19th and early 20th centuries. (H, E) A. the Meiji Restoration B. the abolition of feudalism C. the borrowing and adaptation of western technology and industrial growth D. Japan's growing role in international affairs	♦ Identify the major developments in Japanese history, including Japan's use of western technology and its growing influence in world affairs
WHII.15	Identify major developments of African history in the 19th and early 20th centuries. (H, E) A. Africa's interaction with imperialism B. agricultural changes improvements and new patterns of employment C. the origins of African nationalism	♦ Explain the major developments in African history, including the role of Europe in Africa and the rise of African nationalism

WHII.16

Identify the major developments of Latin American history to the early 20th century. (H, E)

- A. the wars for independence, including the influence and ideas of Simon Bolivar, Jose de San Martin, and the American and French Revolutions
- B. economic and social stratification
- C. the role of the church
- D. the importance of trade
- E. the growing influence of the United States as demonstrated by the Spanish American War and the building of the Panama Canal
- F. the Mexican Revolution

- ◆ Identify the major developments in Latin American history, including the wars for independence and the growing influence of the United States

Possible ENTRY POINTS to Learning Standard(s) (and ACCESS SKILLS embedded in standards-based activities)

Less Complex

More Complex



ACCESS SKILLS

The student will:

- ◆ Sequence events to demonstrate understanding of time
- ◆ Use pictures or maps to find a familiar location
- ◆ Respond to text being read aloud (i.e., remain alert, request more)
- ◆ Choose appropriate text to read or to have read aloud
- ◆ Orient to books/orient book right side up
- ◆ Turn pages in a book or magazine
- ◆ Activate an electronic device to access text, communicate with others, or participate in an instructional activity
- ◆ Turn attention toward another person
- ◆ Grasp, manipulate, and release objects
- ◆ Organize instructional materials
- ◆ Take turns appropriately during classroom discussion
- ◆ Respond to/initiate contacts with others
- ◆ Apply rules for appropriate classroom behavior
- ◆ Use appropriate social greetings
- ◆ Follow simple directions
- ◆ Identify self and/or others
- ◆ Initiate or respond to request for joint attention

ENTRY POINTS

The student will:

- ◆ Demonstrate knowledge of historical events of this time period by using a timeline
- ◆ Sort countries by region or continent
- ◆ Locate India, China, Japan, Africa, and/or Latin America on a world map or globe
- ◆ Compare land area and location of India, China, Japan, Africa, or Latin America to the United States
- ◆ Identify major geographic features of India, China, Japan, Africa, or Latin America
- ◆ Locate major cities of India, China, Japan, Africa, or Latin America
- ◆ Examine how people lived in one of these countries/continents/regions during the 1800s, with special attention to agriculture

The student will:

- ◆ Locate India, China, Japan, Africa, or Latin America on a world map or globe, and for the country/continent/region selected do the following:
 - Identify its major geographic features
 - Locate its major cities
 - Use a timeline to show significant events and developments that occurred during the 1800s
 - Explore the significance of a political event that occurred during the 1800s

The student will:

- ◆ Locate India, China, Japan, Africa, or Latin America on a world map or globe and for the country/continent/region selected do the following:
 - Identify major geographic features
 - Locate major cities
- ◆ Explore significant political events that occurred in one of these locations during the 1800s
- ◆ Examine the influence of foreign nations on significant political events that occurred in one of these locations, with special attention to European nations and the United States
- ◆ Compare and contrast how the United States interacted with one or more of these countries during the 1800s up to the present

Continue to address skills and concepts in this subject that approach grade-level expectations

CONTENT History and Social Science
TOPIC The Rise of the Nation State to the Present
Learning Standards for: The Great Wars, 1914–1945
THEMES

- The growth and impact of centralized state power
- The influence of economic, political, religious, and cultural ideas as human societies move beyond regional, national, or geographic boundaries

Grades 8–12: World History II

Learning Standard as Written		Essence of Standard
WHII.17	Describe the relative importance of economic and imperial competition, Balkan nationalism, German militarism and aggression, and the power vacuum in Europe due to the declining power of the Russian, Austrian, and Ottoman Empires in causing World War I. (H, E)	♦ Explain the causes of World War I
WHII.18	Summarize the major events and consequences of World War I. (H, E) <ul style="list-style-type: none"> A. physical and economic destruction B. the League of Nations and attempts at disarmament C. the collapse of the Romanov dynasty and the subsequent Bolshevik Revolution and Civil War in Russia D. post-war economic and political instability in Germany E. the Armenian genocide in Turkey F. the unprecedented loss of life from prolonged trench warfare 	♦ Identify the major events and consequences of World War I
WHII.19	Identify the major developments in the Middle East and Central Asia before World War II. (H, E) <ul style="list-style-type: none"> A. the end of the Ottoman Empire B. the Balfour Declaration of 1917 C. the expulsion of the Greeks from Asia Minor D. the establishment of a secular Turkish state under Mustafa Kemal Ataturk E. the establishment of the Kingdom of Transjordan in the eastern part of the Palestine Mandate by the British F. the growing importance of Middle Eastern oil fields to world politics and the world economy 	♦ Explain developments in the Middle East before World War II
WHII.20	Describe the various causes and consequences of the global depression of the 1930s, and analyze how governments responded to the Great Depression. (H, E) <ul style="list-style-type: none"> A. restrictive monetary policies B. unemployment and inflation C. political instability D. the influence of the ideas of John Maynard Keynes, Ludwig von Mises, Friedrich von Hayek, and Milton Friedman 	♦ Describe the causes and consequences of the Great Depression on world nations

WHII.21	Describe the rise and goals of totalitarianism in Italy, Germany, and the Soviet Union, and analyze the policies and ideas of Mussolini, Hitler, Lenin, and Stalin. (H)	◆ Describe the rise of dictatorships in Italy, Germany, and Russia
WHII.22	Summarize the consequences of Soviet communism to 1945. (H, E) A. the establishment of a one-party dictatorship under Lenin B. the suffering in the Soviet Union caused by Stalin's policies of collectivization of agriculture and breakneck industrialization C. the destruction of individual rights and the use of mass terror against the population, the use of terror against internal enemies, and the destruction of individual rights D. the Soviet Union's emergence as an industrial power	◆ Identify the consequences of Soviet communism on world affairs to 1945
WHII.23	Describe the German, Italian, and Japanese drives for empire in the 1930s. (H) A. Italy's invasion of Ethiopia in 1935 B. the Japanese invasion of China and the Rape of Nanking C. Germany's militarization of the Rhineland, annexation of Austria, and aggression against Czechoslovakia, the Stalin-Hitler Pact of 1939, and the German attack on Poland	◆ Describe German, Italian, and Japanese efforts to create empires
WHII.24	Summarize the key battles and events of World War II. (H) The German conquest of continental Europe A. The Battle of Britain B. Pearl Harbor C. The Bataan Death March D. El Alamein E. Midway F. Stalingrad G. D-Day H. Battle of the Bulge I. Iwo Jima J. Okinawa	◆ Identify and explain significant World War II battles and events
WHII.25	Identify the goals, leadership, and post-war plans of the allied leaders. (H) A. Winston Churchill B. Franklin D. Roosevelt C. Joseph Stalin	◆ Explain the roles and influences of Winston Churchill, Franklin Roosevelt, and Joseph Stalin on world affairs
WHII.26	Describe the background, course, and consequences of the Holocaust, including its roots in the long tradition of Christian anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews. (H)	◆ Describe the causes and consequences of the Holocaust
WHII.27	Explain the reasons for the dropping of atom bombs on Japan and its short and long-term effects. (H)	◆ Explain the United States' use of atomic weapons against Japan and their effects
WHII.28	Explain the consequences of World War II. (H, E) A. physical and economic destruction B. the enormous loss of life, including millions of civilians through the bombing of population centers and the slaughter of political opponents and ethnic minorities C. support in Europe for political reform and decolonization D. the emergence of the U.S. and the Soviet Union as the world's two superpowers	◆ Describe significant consequences of World War II, with special attention to the Cold War
WHII.29	Describe reasons for the establishment of the United Nations in 1945 and summarize the main ideas of the Universal Declaration of Human Rights. (H)	◆ Explain the creation of the United Nations in 1945 and its significance ◆ Describe the Universal Declaration of Human Rights

Possible ENTRY POINTS to Learning Standard(s) (and ACCESS SKILLS embedded in standards-based activities)

Less Complex

More Complex



ACCESS SKILLS
The student will:

- ◆ Assist in a presentation on World War I or II
- ◆ Sequence events to demonstrate understanding of time
- ◆ Demonstrate understanding of an economy (e.g., trade, barter, earning money or tokens, and or buying/selling)
- ◆ Respond to text being read aloud (i.e., remain alert, request more)
- ◆ Choose appropriate text to read or to have read aloud
- ◆ Orient to books/orient book right side up
- ◆ Turn pages in a book or magazine
- ◆ Activate an electronic device to access text, communicate with others, or participate in an instructional activity
- ◆ Turn attention toward another person
- ◆ Grasp, manipulate, and release objects
- ◆ Organize instructional materials
- ◆ Take turns appropriately during classroom discussion
- ◆ Respond to/initiate contacts with others
- ◆ Apply rules for appropriate classroom behavior
- ◆ Use appropriate social greetings
- ◆ Follow simple directions
- ◆ Identify self and/or others
- ◆ Initiate or respond to request for joint attention

ENTRY POINTS
The student will:

- ◆ Define “world war”
- ◆ On a map or globe, identify the major nations that fought in World War I
- ◆ On a map or globe, identify the major nations that fought in World War II
- ◆ Use a timeline to show when one of the world wars was fought in the 20th century and identify one or more significant related events
- ◆ Define “ally” and identify reasons the United States and its allies were victorious in the two world wars
- ◆ Describe events portrayed in pictures that occurred during world wars fought in the 20th century

The student will:

- ◆ Describe the major causes of the two world wars in the 20th century
- ◆ Identify reasons that nations go to war
- ◆ On a map or globe, identify the nations that were United States’ allies in the two world wars
- ◆ Identify and explain a significant outcome of World War I
- ◆ Identify and explain a significant outcome of World War II
- ◆ Explain why the United Nations was established

The student will:

- ◆ Show when the two 20th century world wars occurred, using a timeline
- ◆ Explain how German aggression contributed to the outbreak of the two world wars
- ◆ Explain why the United States entered the two world wars and identify its allies
- ◆ Discuss why the creation of the League of Nations failed to prevent the outbreak of World War II
- ◆ Explain why the United States used atomic weapons in World War II and the consequences of its decision
- ◆ Explain why the Soviet Union and the United States became the world’s superpowers after World War II
- ◆ Explore how and why the United Nations was created
- ◆ Describe the effects of the atomic bomb

Continue to address skills and concepts in this subject that approach grade-level expectations

CONTENT History and Social Science
TOPIC The Rise of the Nation State to the Present
Learning Standards for: Cold War Era, 1945–1989

THEMES

- The growth and impact of centralized state power
- The influence of economic, political, religious, and cultural ideas as human societies move beyond regional, national, or geographic boundaries
- The development of scientific reasoning, technology, and formal education over time and their effects on people’s health, standards of living, economic growth, government, religious beliefs, communal life, and the environment

Grades 8–12: World History II

Learning Standard as Written		Essence of Standard
WHII.30	Summarize the factors that contributed to the Cold War, including Soviet expansion in Eastern Europe and the differences between democracy and communism. (H, C)	<ul style="list-style-type: none"> ◆ Summarize the major causes of the Cold War ◆ Explain the differences between democracy and communism
WHII.31	Describe the policy of containment, including the Truman Doctrine, the Marshall Plan, and NATO, as America’s response to Soviet expansionist policies. (H)	<ul style="list-style-type: none"> ◆ Describe the United States efforts to contain communism
WHII.32	Describe the development of the arms race and the key events of the Cold War era. (H) <ul style="list-style-type: none"> A. the Korean War B. the emergence of the People’s Republic of China as a major power C. the 1956 uprising in Hungary D. Soviet-U.S. competition in the Middle East E. conflicts involving Cuba and Berlin F. the Vietnam War G. the “Prague Spring” H. arms control agreements (including the ABM and SALT treaties) and détente under Nixon I. the Soviet war in Afghanistan 	<ul style="list-style-type: none"> ◆ Identify significant events of the Cold War, including the Korean and Vietnam Wars and the rise of Chinese communism
WHII.33	Describe the Chinese Civil War, the rise of Mao Tse-tung, and the triumph of the Communist Revolution in China in 1949. (H)	<ul style="list-style-type: none"> ◆ Describe The Chinese Revolution with special attention to Mao Tse-tung
WHII.34	Identify the political and economic upheavals in China after the Chinese Revolution. (H, E) <ul style="list-style-type: none"> A. Communist Party attempts to eliminate internal opposition B. the Great Leap Forward and its consequences (famine) C. the Cultural Revolution and its consequences (the terror of the Red Guards and the expansion of labor camps) D. the 1989 Tiananmen Square demonstration E. China’s economic modernization and its growing involvement in world trade 	<ul style="list-style-type: none"> ◆ Describe the effects of the Chinese Revolution on national politics and way of life

WHII.35	Describe the global surge in economic productivity during the Cold War and describe its consequences. (H, E) A. the rise in living standards B. the economic recovery and development of Germany and Japan	◆ Describe the causes and effects of the global growth of industrialized economies after World War II
WHII.36	Explain the various factors that contributed to post-World War II economic and population growth. (H, E) A. the long post-war peace between democratic nations B. the policies of international economic organizations C. scientific, technological, and medical advances	◆ Explain the factors that contributed to global growth of industrialized economy and population after World War II
WHII.37	Describe how the work of scientists in the 20 th century influenced historical events, changed the lives of the general populace, and led to further scientific research. (H) A. Albert Einstein and the Theory of Relativity B. Enrico Fermi, J. Robert Oppenheimer, Edward Teller, and nuclear energy C. Wernher von Braun and space exploration D. Jonas Salk and the polio vaccine E. James Watson, Francis Crick, the discovery of DNA, and the Human Genome Project	◆ Identify significant scientists in the 20th century and describe their work
WHII.38	Describe the development and goals of nationalist movements in Africa, Asia, Latin America, and the Middle East, including the ideas and importance of nationalist leaders. (H) A. Fidel Castro (Cuba) B. Patrice Lumumba (Congo) C. Ho Chi Minh (Vietnam) D. Gamal Abdel Nasser (Egypt) E. Jawaharlal Nehru (India) F. Juan Peron (Argentina)	◆ Identify significant nationalist leaders of the post-World War II era and the effects of their movements and ideas
WHII.39	Explain the background for the establishment of the modern state of Israel in 1948, and the subsequent military and political conflicts between Israel and the Arab world. (H) A. the growth of Zionism, and 19th and early 20th century immigration by Eastern European Jews to Palestine B. anti-Semitism and the Holocaust C. the UN vote in 1947 to partition the western part of the Palestine Mandate into two independent countries D. the rejection of surrounding Arab countries of the UN decision and the invasion of Israel by Arab countries E. the 1967 and 1973 wars between Israel and neighboring Arab states F. the attempts to secure peace between Palestinians and Israelis	◆ Explain the background for the establishment of the state of Israel and its effect on the Middle East and world affairs

Possible ENTRY POINTS to Learning Standard(s) (and ACCESS SKILLS embedded in standards-based activities)

Less Complex

More Complex

ACCESS SKILLS The student will:	ENTRY POINTS The student will:	The student will:	The student will:
<ul style="list-style-type: none"> ◆ Select, match, and/or sort pictures of leaders during the Cold War ◆ Sequence events to demonstrate understanding of time, using pictures or other symbols ◆ Demonstrate basic understanding of economics (i.e., trade, barter, earning money or tokens, or buying/selling) ◆ Respond to text being read aloud (i.e., remain alert, request more) ◆ Choose appropriate text to read or to have read aloud ◆ Orient to books/orient book right side up ◆ Turn pages in a book or magazine ◆ Activate an electronic device to access text, communicate with others, or participate in an instructional activity ◆ Turn attention toward another person ◆ Grasp, manipulate, and release objects ◆ Take turns appropriately during classroom discussion ◆ Respond to/initiate contacts with others ◆ Apply rules for appropriate classroom behavior ◆ Use appropriate social greetings ◆ Follow simple directions ◆ Identify self and/or others ◆ Initiate or respond to request for joint attention 	<ul style="list-style-type: none"> ◆ Recognize a map and globe of Earth and locate countries and regions in this historical period, particularly China, Israel, Egypt, the Congo, Cuba, Vietnam, and India ◆ Sequence historical events using a timeline ◆ Identify photographs of the rebuilding that occurred after World War II ◆ Locate countries or regions where Cold War tensions occurred on a world map or globe 	<ul style="list-style-type: none"> ◆ Identify major communist and democratic nations after World War II and discuss differences among their governments ◆ Describe how the United States helped western Europe recover after World War II (Marshall Plan) ◆ Describe how the United States helped Japan recover after World War II ◆ Explain why the term “Cold War” is used to describe relations between the United States and the Soviet Union from 1945 through the 1980s ◆ Explain the reasons for conflict in a selected country or region during the Cold War 	<ul style="list-style-type: none"> ◆ Explain how the United States helped Western Europe and Japan recover after World War II ◆ Explore why China experienced a political revolution after World War II and how the communists came to power ◆ Identify a 20th century inventor or scientist and describe the significance of his or her work ◆ Explain why the state of Israel was created after World War II and why the Middle East is an on-going source of political tension ◆ Describe the “arms race” and discuss how the United States and the Soviet Union opposed each other after World War II <p style="text-align: right;"><i>Continue to address skills and concepts in this subject that approach grade-level expectations</i></p>

CONTENT History and Social Science

TOPIC The Rise of the Nation State to the Present

Learning Standards for: The Contemporary World, 1989–2001

THEMES

- The evolution of the concepts of personal freedom, individual responsibility, and respect for human dignity
- The influence of economic, political, religious, and cultural ideas as human societies move beyond regional, national, or geographic boundaries
- The development of scientific reasoning, technology, and formal education over time and their effects on people’s health, standards of living, economic growth, government, religious beliefs, communal life, and the environment

Grades 8–12: World History II

Learning Standard as Written		Essence of Standard
WHII.40	Identify the causes for the decline and collapse of the Soviet Union and the communist regimes of Eastern Europe. (H, E) A. the weaknesses of the Soviet command economy B. the burdens of Soviet military commitments C. the anticommunist policies of President Reagan D. the resistance to communism in the Soviet Union and Eastern Europe	♦ Identify causes for the collapse of Communism and the growth of freedom in Russia and Eastern Europe
WHII.41	Explain the role of various leaders in transforming the Soviet Union and Eastern Europe. (H, C) A. Mikhail Gorbachev B. Vaclav Havel C. Andrei Sakharov D. Aleksander Solzhenitsyn E. Lech Walesa	♦ Explain the role of significant leaders in transforming the Soviet Union and Eastern Europe
WHII.42	Analyze the consequences of the Soviet Union’s breakup. (H, E) A. the development of market economies B. political and social instability C. the danger of the spread of nuclear technology and other technologies of mass destruction to rogue states and terrorist organizations	♦ Describe the consequences of the Soviet Union’s breakup
WHII.43	Identify the sources of ethnic and religious conflicts in the following nations and regions. (H) A. Northern Ireland B. the Balkans C. Sudan and Rwanda D. Sri Lanka E. Kashmir	♦ Identify sources of religious and ethnic conflicts
WHII.44	Explain the reasons for the fall of apartheid in South Africa, including the influence and ideas of Nelson Mandela. (H)	♦ Explain reasons for apartheid in South Africa with special attention to Nelson Mandela

WHII.45	Explain the social and economic effects of the spread of AIDS in Asian and African countries. (H)	◆ Explain the social and economic effects from the spread of AIDS
WHII.46	Explain how the computer revolution contributed to economic growth and advances in science, medicine, and communication. (H)	◆ Explain the effects of the computer revolution worldwide
WHII.47	Explain the rise and funding of Islamic fundamentalism in the last half of the 20th century and identify the major events and forces in the Middle East over the last several decades. (H, E) A. the weakness and fragility of the oil-rich Persian Gulf states, including Saudi Arabia, Kuwait, and others B. the Iranian Revolution of 1978–1979 C. defeat of the Soviet Union by the Mujahideen in Afghanistan D. the origins of the Persian Gulf War and the post-war actions of Saddam Hussein E. the financial support of radical and terrorist organizations by the Saudis F. the increase in terrorist attacks against Israel and the United States	◆ Explain the effects of Islamic fundamentalism on world affairs
WHII.48	Describe America's response to and the wider consequences of the September 11, 2001 terrorist attack on the World Trade Center in New York City and the Pentagon in Washington, D. C. (H)	◆ Describe the United States response to the terrorist attacks of September 11, 2001, and its lingering effects

Possible ENTRY POINTS to Learning Standard(s) (and ACCESS SKILLS embedded in standards-based activities)

Less Complex

More Complex



ACCESS SKILLS

The student will:

- ◆ Sequence events to demonstrate understanding of time
- ◆ Match pictures of significant world leaders
- ◆ Assist during a peer's presentation by indicating areas on a map as directed
- ◆ Activate a switch to start a video on the fall of Communism
- ◆ Respond to text being read aloud (i.e., remain alert, request more)
- ◆ Choose appropriate text to read or to have read aloud
- ◆ Orient to books/orient book right side up
- ◆ Turn pages in a book or magazine
- ◆ Turn attention toward another person
- ◆ Grasp, manipulate, and release objects
- ◆ Organize instructional materials
- ◆ Take turns appropriately during classroom discussion
- ◆ Respond to/initiate contacts with others
- ◆ Apply rules for appropriate classroom behavior
- ◆ Use appropriate social greetings
- ◆ Follow simple directions
- ◆ Identify self and/or others
- ◆ Initiate or respond to request for joint attention

ENTRY POINTS

The student will:

- ◆ Use a timeline to sequence significant historical events from this time period
- ◆ Locate the former Soviet Union on a world map or globe
- ◆ Identify changes in the lives of the people and in world relations following the fall of Communism in the former Soviet Union
- ◆ Identify changes in the lives of the people and in world relations following the fall of apartheid in South Africa
- ◆ Identify ways that oil is used in the United States

The student will:

- ◆ Describe life in the former Soviet Union under communist rule
- ◆ Identify reasons for the decline and fall of Communism in the former Soviet Union and how its fall affected people's lives
- ◆ Describe daily life in South Africa under apartheid
- ◆ Describe how daily life in South Africa changed after the fall of apartheid

The student will:

- ◆ Describe how political changes in the former Soviet Union and South Africa changed ways of life in those countries
- ◆ Explain how the rise of Islamic fundamentalism has increased tensions and conflict in world affairs
- ◆ Describe how the United States and other democratic nations are responding to acts of terrorism
- ◆ Explain the importance of the oil-rich Middle East to the world's economy
- ◆ Select a post-World War II leader and examine his/her contributions to the spread of democratic ideals

Continue to address skills and concepts in this subject that approach grade-level expectations

CONTENT History and Social Science

TOPIC The Revolution through Reconstruction, 1763–1877

Learning Standards for: The Political and Intellectual Origins of the American Nation: the Revolution and the Constitution, 1763–1789

THEMES

- The evolution of the concepts of personal freedom, individual responsibility, and respect for human dignity
- The growth and impact of centralized state power

Grades 8–12: U.S. History I

Learning Standard as Written		Essence of Standard
USI.1	<p>Explain the political and economic factors that contributed to the American Revolution. (H, C)</p> <p>A. the impact on the colonies of the French and Indian War, including how the war led to an overhaul of British imperial policy from 1763 to 1775</p> <p>B. how freedom from European feudalism and aristocracy and the widespread ownership of property fostered individualism and contributed to the Revolution</p>	<p>◆ Explain the major political and economic causes of the American Revolution</p>
USI.2	<p>Explain the historical and intellectual influences on the American Revolution and the formation and framework of the American government. (H, C)</p> <p>A. the legacy of ancient Greece and Rome</p> <p>B. the political theories of such European philosophers as Locke and Montesquieu</p> <p><i>Seminal Primary Documents to Read:</i> Mayflower Compact (1620)</p> <p><i>Seminal Primary Documents to Consider:</i> Massachusetts Body of Liberties (1641) and John Locke's Treatises of Civil Government (1690)</p>	<p>◆ Explain major influences on the American Revolution and new United States government</p>
USI.3	<p>Explain the influence and ideas of the Declaration of Independence and the political philosophy of Thomas Jefferson. (H, C)</p> <p><i>Seminal Primary Documents to Read:</i> the Declaration of Independence (1776)</p> <p><i>Seminal Primary Documents to Consider:</i> the Suffolk Resolves (1774) and the Virginia Statute for Religious Freedom (1786)</p>	<p>◆ Explain the significance of the Declaration of Independence</p>
USI.4	<p>Analyze how Americans resisted British policies before 1775 and analyze the reasons for the American victory and the British defeat during the Revolutionary war. (H)</p>	<p>◆ Identify reasons for the American victory in the Revolution against Great Britain</p>

<p>USI.5</p>	<p>Explain the role of Massachusetts in the Revolution, including important events that took place in Massachusetts and important leaders from Massachusetts. (H)</p> <ul style="list-style-type: none"> A. the Boston Massacre B. the Boston Tea Party C. the Battles of Lexington and Concord and Bunker Hill D. Sam Adams, John Adams, and John Hancock <p><i>Seminal Primary Documents to Consider:</i> the Massachusetts Constitution (1780)</p>	<p>◆ Explain The role of Massachusetts in the American Revolution, including important people and events</p>
<p>USI.6</p>	<p>Explain the reasons for the adoption of the Articles of Confederation in 1781, including why its drafters created a weak central government; analyze the shortcomings of the national government under the Articles; and describe the crucial events (e.g., Shays's Rebellion) leading to the Constitutional Convention. (H, C)</p> <p><i>Seminal Primary Documents to Read:</i> the Northwest Ordinance (1787)</p>	<p>◆ Describe the events that led to the creation of a national government in the United States</p>
<p>USI.7</p>	<p>Explain the roles of various founders at the Constitutional Convention. Describe the major debates that occurred at the Convention and the "Great Compromise" that was reached. (H, C)</p> <p><i>Major Debates</i></p> <ul style="list-style-type: none"> A. the distribution of political power B. the rights of individuals C. the rights of states D. slavery <p><i>Founders</i></p> <ul style="list-style-type: none"> A. Benjamin Franklin B. Alexander Hamilton C. James Madison D. George Washington <p><i>Seminal Primary Documents to Read:</i> the U.S. Constitution</p>	<p>◆ Describe the significance of the United States Constitution: the people who wrote it and the issues they debated and resolved</p>
<p>USI.8</p>	<p>Describe the debate over the ratification of the Constitution between Federalists and Anti-Federalists and explain the key ideas contained in the Federalist Papers on federalism, factions, checks and balances, and the importance of an independent judiciary. (H, C)</p> <p><i>Seminal Primary Documents to Read:</i> Federalist Paper number 10</p> <p><i>Seminal Primary Documents to Consider:</i> Federalist Papers numbers 1, 9, 39, 51, and 78</p>	<p>◆ Describe the debate among the framers of the Constitution over how strong the federal government should be</p>
<p>USI.9</p>	<p>Explain the reasons for the passage of the Bill of Rights. (H, C)</p> <ul style="list-style-type: none"> A. the influence of the British concept of limited government B. the particular ways in which the Bill of Rights protects basic freedoms, restricts government power, and ensures rights to persons accused of crimes <p><i>Seminal Primary Documents to Read:</i> the Bill of Rights (1791)</p> <p><i>Seminal Primary Documents to Consider:</i> Magna Carta (1215) and the English Bill of Rights (1689)</p>	<p>◆ Explain the reasons for passing of the Bill of Rights</p>
<p>USI.10</p>	<p>On a map of North America, identify the first 13 states to ratify the Constitution. (H, G)</p>	<p>◆ Identify and locate the first 13 states to ratify the Constitution</p>

Possible ENTRY POINTS to Learning Standard(s) (and ACCESS SKILLS embedded in standards-based activities)

Less Complex

More Complex



ACCESS SKILLS

The student will:

- ◆ Sequence events to demonstrate understanding of time
- ◆ Identify personal rights of students in the classroom and school
- ◆ Match pictures of the founders of the Constitutional Convention
- ◆ Grasp, manipulate, and release map pieces to complete a map of colonial America
- ◆ Take turns appropriately during games related to events of the American Revolution
- ◆ Move toward pictures or objects related to the American Revolution
- ◆ Respond to text being read aloud (i.e., remain alert, request more)
- ◆ Choose appropriate text to read or to have read aloud
- ◆ Activate an electronic device to access text, communicate with others, or participate in an instructional activity
- ◆ Turn attention toward another person
- ◆ Organize instructional materials
- ◆ Respond to/initiate contacts with others
- ◆ Apply rules for appropriate classroom behavior
- ◆ Use appropriate social greetings
- ◆ Follow simple directions
- ◆ Identify self and/or others
- ◆ Initiate or respond to request for joint attention

ENTRY POINTS

The student will:

- ◆ Identify the original 13 United States colonies on a map or by name
- ◆ Explain that Britain controlled Massachusetts long ago as a colony
- ◆ Use a timeline to indicate major events during the time Britain ruled Massachusetts as a colony
- ◆ Identify aspects of life in colonial Massachusetts (e.g., homes, people at work, dress) using pictures
- ◆ Compare life in colonial Massachusetts with life in Massachusetts today
- ◆ Investigate an important event that occurred in Massachusetts before or during the Revolutionary War
- ◆ Identify and explain personal rights that are found in the Bill of Rights

The student will:

- ◆ Use a timeline to sequence major historical events in Massachusetts from 1763–1789
- ◆ Describe why people in Massachusetts and other colonies became angry with British rule
- ◆ Investigate and describe an important event that occurred in Massachusetts before or during the American Revolution
- ◆ Examine and share the contributions of a person from Massachusetts to the American Revolution or to the formation of the new United States government
- ◆ Identify important ideas about government expressed in the Declaration of Independence
- ◆ Identify and explain why some framers of the Constitution favored a strong central government and why others did not
- ◆ Identify the purpose and importance of the Constitution
- ◆ Identify the steps in developing the United States Constitution; explain one or two step(s) in greater detail
- ◆ Explain the significance of the Bill of Rights to personal freedoms in the United States

The student will:

- ◆ Use a timeline to show important events (political and economical) leading to the American Revolution
- ◆ Explain the American colonists' grievances against Britain, with special attention to Britain's taxation policies
- ◆ Explain why/how the American colonists were able to defeat the British in the Revolutionary War
- ◆ Investigate the significance of events that occurred in Massachusetts before and during the Revolutionary War
- ◆ Explain why the Declaration of Independence is an important document in American history
- ◆ Discuss how the United States developed its Constitution
- ◆ Discuss why some framers of the Constitution favored a strong central government while others did not
- ◆ Explain why the Bill of Rights was added to the Constitution and its importance to personal freedoms in the United States

Continue to address skills and concepts in this subject that approach grade-level expectations

Instructional Idea based on Learning Standards USI.3

In grades 8-12, students identify the differences between the Thomas Jefferson's draft of the Declaration of Independence and the final version of the document (<http://www.loc.gov/exhibits/declara/>, www.educationworld.com). Students work together in cooperative groups to fill in charts stating the changes made in the final version, possible reasons for those changes, and whether they agree with the changes. Each student chooses three changes and writes an explanation of why he or she would or would not have made these changes.

How all students can participate in this activity

Addressing Learning Standard(s) as written for this grade level	Possible Assessment Strategies and Portfolio Products
Cedric participates in a small group to create a chart comparing Thomas Jefferson's draft with the final version of the Declaration of Independence. He writes a short essay about three changes made to the final documents	<ul style="list-style-type: none"> • Data chart indicating Cedric's ability to state facts about the Declaration of Independence • Cedric's essay identifying these changes and his opinion of each • Cedric's completed graphic organizer of these changes
Addressing Learning Standard(s) at lower levels of complexity (Entry Points)	Possible Assessment Strategies and Portfolio Products
Bonnie is given a chart with sentences from the draft of the Declaration of Independence in one column and sentences from the final version of the. She must identify which statements are the same and which are different by marking the sentences with an "S" for same and "D" for different.	<ul style="list-style-type: none"> • Data chart indicating Bonnie's ability to identify same and different statements in the draft and final versions of the Declaration of Independence • Bonnie's completed chart identifying same and different • Bonnie's dictated work sample explaining three of the comparisons of same and different
Addressing Access Skills embedded in academic instruction	Possible Assessment Strategies and Portfolio Products
Larry is presented with two sets of pictures of people and objects related to the Declaration of Independence. He matches picture to picture.	<ul style="list-style-type: none"> • Data chart indicating Larry's ability to match picture to picture • Larry's completed picture-matching chart • Video of Larry matching pictures

CONTENT History and Social Science

TOPIC The Revolution through Reconstruction, 1763-1877

Learning Standards for: The Formation and Framework of American Democracy

THEMES

- The evolution of the concepts of personal freedom, individual responsibility, and respect for human dignity

Grades 8–12: U. S. History I

Learning Standard as Written		Essence of Standard
USI.11	Describe the purpose and functions of government. (H, C)	♦ Describe the purposes and functions of government
USI.12	Explain and provide examples of different forms of government, including democracy, monarchy, oligarchy, theocracy, and autocracy. (H, C)	♦ Identify and explain different forms of government
USI.13	Explain why the United States government is classified as a democratic government. (H, C)	♦ Explain why the United States is called a “democracy”
USI.14	Explain the characteristics of American democracy, including the concepts of popular sovereignty and constitutional government, which includes representative institutions, federalism, separation of powers, shared powers, checks and balances, and individual rights. (H, C)	♦ Explain the features of American democracy
USI.15	Explain the varying roles and responsibilities of federal, state, and local governments in the United States. (H, C)	♦ Explain the roles and responsibilities of the federal, state, and local governments
USI.16	Describe the evolution of the role of the federal government, including public services, taxation, economic policy, foreign policy, and common defense. (H, C)	♦ Describe specific powers and responsibilities of the federal government
USI.17	Explain the major components of Massachusetts’ state government, including the roles and functions of the governor, state legislature, and other constitutional officers. (H, C)	♦ Describe specific powers and responsibilities of the Massachusetts state government
USI.18	Explain the major components of local government in Massachusetts, including the roles and functions of school committees, town meetings, boards of selectmen, mayors, and city councils. (H, C)	♦ Explain specific powers and responsibilities of Massachusetts’ local governments
USI.19	Explain the rights and the responsibilities of citizenship and describe how a democracy provides opportunities for citizens to participate in the political process through elections, political parties, and interest groups. (H, C)	♦ Explain the rights and responsibilities of citizens in a democracy

USI.20	Explain the evolution and function of political parties, including their role in federal, state, and local elections. (H, C)	◆ Explain the role of political parties in a democracy
USI.21	Describe how decisions are made in a democracy, including the role of legislatures, courts, executives, and the public. (H, C)	◆ Describe how laws are made, enforced, and interpreted in the United States

Possible ENTRY POINTS to Learning Standard(s) (and ACCESS SKILLS embedded in standards-based activities)

Less Complex

More Complex



ACCESS SKILLS

The student will:

- ◆ Participate in voting by activating a switch to make a choice
- ◆ Sort pictures of actions that follow rules and those that do not
- ◆ Respond to text being read aloud (i.e., remain alert, request more)
- ◆ Choose appropriate text to read or to have read aloud
- ◆ Orient to books/orient book right side up
- ◆ Turn pages in a book or magazine
- ◆ Activate an electronic device to access text, communicate with others, or participate in an instructional activity
- ◆ Turn attention toward another person
- ◆ Grasp, manipulate, and release objects
- ◆ Organize instructional materials
- ◆ Take turns appropriately during classroom discussion
- ◆ Respond to/initiate contacts with others
- ◆ Apply rules for appropriate classroom behavior
- ◆ Use appropriate social greetings
- ◆ Follow simple directions
- ◆ Identify self and/or others
- ◆ Initiate or respond to request for joint attention

ENTRY POINTS

The student will:

- ◆ Explain why rules are important in school and society
- ◆ Demonstrate an understanding of what it means to vote and give examples of when voting occurs
- ◆ Explain what it means to be a good school citizen and a good citizen outside of school
- ◆ Explain that people elect leaders to govern them in Massachusetts and in the United States
- ◆ Identify leaders in Massachusetts (e.g., city mayor, other city officials, governor, state representatives, senators, U.S. congressmen)
- ◆ Identify the president and vice-president of the United States

The student will:

- ◆ Discuss why rules and laws are important in school and in society
- ◆ Explain why people form governments
- ◆ Give examples of local government responsibilities
- ◆ Give examples of Massachusetts state government responsibilities
- ◆ Explain and give examples of United States government responsibilities
- ◆ Explain why voting is an essential part of a democracy
- ◆ Give examples of when voting occurs
- ◆ Explain causes and effects of voting and its impact on citizens
- ◆ Identify the meaning and characteristics of a "good citizen"
- ◆ Name the three branches of state and federal governments; explain one in detail
- ◆ Investigate how the United States government operates and what it does

The student will:

- ◆ Explain why people create governments
- ◆ Identify and explain different forms of government in the world
- ◆ Explain why voting is an essential part of a democracy
- ◆ Give examples of when and how voting occurs
- ◆ Provide examples of good citizenship and civic responsibility
- ◆ Compare the responsibilities of Massachusetts state government to the responsibilities of the United States government
- ◆ Investigate and explain the roles of political parties in Massachusetts and in the United States
- ◆ Compare the responsibilities of the executive, legislative, and judicial branches of government in Massachusetts and in the United States

Continue to address skills and concepts in this subject that approach grade-level expectations

Instructional Idea based on Learning Standards USI15, 17, and 18

In grades 8-12, students participate in a long-term project in which they create a visual chart of local, state, and federal governments, including the offices, the current elected officials, and their roles and responsibilities. The class visits City Hall and students interview one official by individually asking a question listed on the chart.

How all students can participate in this activity

Addressing Learning Standard(s) as written for this grade level	Possible Assessment Strategies and Portfolio Products
Salina creates a table listing the names and showing pictures of the local, state, and federal government officials. She finds pictures and names of the officials on the Internet, in newspapers, and in magazines.	<ul style="list-style-type: none"> • Data chart indicating Salina's ability to chart the names and functions of her local, state, and federal governments • Salina's final completed chart • Draft of Salina's chart with edits and revisions • Salina's interview form completed with the answers to her questions
Addressing Learning Standard(s) at lower levels of complexity (Entry Points)	Possible Assessment Strategies and Portfolio Products
Riley reviews a completed listing of key government officials, including mayor, governor, president, and vice president. Riley practices identifying the names and roles of these people, and interviews the mayor.	<ul style="list-style-type: none"> • Data chart indicating Riley's ability to identify names of people and their government roles • Work sample in which Riley labeled names of the mayor, governor, and president • Riley's completed interview form
Addressing Access Skills embedded in academic instruction	Possible Assessment Strategies and Portfolio Products
Lucas is working on controlled movement of his hands. Lucas places pictures of local, state, and federal government leaders in circles on a chart created by other students. When the class visits City Hall, Lucas greets the mayor using a voice output device.	<ul style="list-style-type: none"> • Data chart showing Lucas's ability to place items within identified perimeters • Lucas's completed chart of government leaders • Work sample scribed by his teacher of Lucas's accuracy in placing shapes in specified locations

CONTENT History and Social Science

TOPIC The Revolution through Reconstruction, 1763–1877

Learning Standards for: Political Democratization, Westward Expansion, and
Diplomatic Developments, 1790–1860

THEMES

- The evolution of the concepts of personal freedom, individual responsibility, and respect for human dignity

Grades 8 – 12 – U. S. History I

Learning Standard as Written	Essence of Standard
<p>USI.22 Summarize the major policies and political developments that took place during the presidencies of George Washington (1789–1797), John Adams (1797–1801), and Thomas Jefferson (1801–1809). (H, C)</p> <p style="margin-left: 20px;">A. the origins of the Federalist and Democratic–Republican parties in the 1790s</p> <p style="margin-left: 20px;">B. the conflicting ideas of Thomas Jefferson and Alexander Hamilton</p> <p style="margin-left: 20px;">C. the Alien and Sedition Acts</p> <p style="margin-left: 20px;">D. the Louisiana Purchase</p> <p><i>Seminal Primary Documents to Consider:</i> Washington’s Farewell Address (1796) and Jefferson’s First Inaugural Address (1801)</p>	<p>◆ Summarize events and policies during the Washington, Adams, and Jefferson presidencies</p>
<p>USI.23 Analyze the rising levels of political participation and the expansion of suffrage in antebellum America. (C, H)</p> <p><i>Seminal Primary Documents to Consider:</i> Alexis de Tocqueville, <i>Democracy in America, Volume I</i> (1835) and <i>Volume II</i> (1839)</p>	<p>◆ Discuss increase in citizen participation in the voting process</p>
<p>USI.24 Describe the election of 1828, the importance of Jacksonian democracy, and Jackson’s actions as President. (H)</p> <p style="margin-left: 20px;">A. the spoils system</p> <p style="margin-left: 20px;">B. Jackson’s veto of the National Bank</p> <p style="margin-left: 20px;">C. Jackson’s policy of Indian Removal</p>	<p>◆ Identify significant contributions of President Andrew Jackson</p>
<p>USI.25 Trace the influence and ideas of Supreme Court Chief Justice John Marshall and the importance of the doctrine of judicial review as manifested in <i>Marbury v. Madison</i> (1803). (H, C)</p>	<p>◆ Describe the significance of John Marshall’s term as Chief Justice of the Supreme Court</p>

USI.26	Describe the causes, course, and consequences of America's westward expansion and its growing diplomatic assertiveness. Use a map of North America to trace America's expansion to the Civil War, including the location of the Santa Fe and Oregon trails. (H, E, G) A. the War of 1812 B. the purchase of Florida in 1819 C. the 1823 Monroe Doctrine D. the Cherokees' Trail of Tears E. the annexation of Texas in 1845 F. the concept of Manifest Destiny and its relationship to westward expansion G. the acquisition of the Oregon Territory in 1846 H. the territorial acquisitions resulting from the Mexican War I. the search for gold in California J. the Gadsden Purchase of 1854	◆ Describe causes of America's westward expansion and their consequences
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Possible ENTRY POINTS to Learning Standard(s) (and ACCESS SKILLS embedded in standards-based activities)

Less Complex

More Complex



ACCESS SKILLS

The student will:

- ◆ Match shapes of states to states on a map
- ◆ Match pictures of pioneers, Native Americans, and/or U.S. presidents
- ◆ Sequence events using a timeline to demonstrate understanding of time and chronology
- ◆ Grasp, manipulate, and release shapes of states, and place shapes on a map
- ◆ Respond to text being read aloud (i.e., remain alert, request more)
- ◆ Choose appropriate text to read or to have read aloud
- ◆ Orient to books/orient book right side up
- ◆ Turn pages in a book or magazine
- ◆ Activate an electronic device to access text, communicate with others, or participate in an instructional activity
- ◆ Turn attention toward another person
- ◆ Organize instructional materials
- ◆ Take turns appropriately during classroom discussion
- ◆ Respond to/initiate contacts with others
- ◆ Apply rules for appropriate classroom behavior
- ◆ Use appropriate social greetings
- ◆ Follow simple directions
- ◆ Identify self and/or others
- ◆ Initiate or respond to request for joint attention

ENTRY POINTS

The student will:

- ◆ Demonstrate knowledge of historical events by using a timeline to show westward expansion
- ◆ Identify George Washington as the first United States president
- ◆ Identify one or more duties and responsibilities of U.S. presidents
- ◆ Locate Massachusetts on a United States map and compare its location and size to states in western U.S.
- ◆ Discuss the concept of a journey and trace the routes pioneers followed west across the United States; locate those routes on a U.S. map
- ◆ Discuss reasons why pioneers and Native Americans often came into conflict
- ◆ Using a map, identify states impacted by westward expansion

The student will:

- ◆ Explain the significance of the Louisiana Purchase
- ◆ Identify present-day states within the area of the Louisiana purchase
- ◆ Discuss the causes and effects of the American migration west during the 1800s
- ◆ Explain why pioneers and Native Americans often came into conflict, and the consequences of this conflict for Native Americans
- ◆ Locate major routes followed by pioneers and investigate the challenges the Pioneers faced while traveling
- ◆ Examine the cultures of Native Americans at the time of U.S. westward expansion
- ◆ On a timeline, identify major events of the Washington, Adams, and Jefferson presidencies; discuss one presidency in greater detail

The student will:

- ◆ Discuss why political parties emerged in the United States shortly after its founding
- ◆ Explore and identify important details of the Washington, Adams, and Jefferson presidencies
- ◆ Investigate and explain the significance of the Louisiana Purchase, with special attention to the Lewis and Clark Expedition
- ◆ Discuss how the United States expanded its boundaries through purchases and war
- ◆ Trace the routes pioneers followed west and describe the challenges they faced while traveling
- ◆ Select a Native American tribe and investigate the effect of westward expansion on its culture, including tribe location(s)
- ◆ Explore and describe the effects of the discovery of gold in California on westward expansion
- ◆ Describe John Marshall's impact on the Supreme Court
- ◆ Using a variety of sources, identify Andrew Jackson and identify important facts about his presidency

Continue to address skills and concepts in this subject that approach grade-level expectations

Instructional Idea based on Learning Standards USI.26

At grades 8-10, students create individual timelines of America's westward expansion. Students create individual color-coded maps that trace America's expansion up to the Civil War. They also take a test on the facts of westward expansion.

How all students can participate in this activity

Addressing Learning Standard(s) as written for this grade level	Possible Assessment Strategies and Portfolio Products
Libby creates a timeline of America's westward expansion and creates a color-coded map that traces the expansion up to the Civil War.	<ul style="list-style-type: none"> • Data chart showing Libby's ability to demonstrate knowledge of America's westward expansion, including quizzes, timeline, map, and homework assignments • Libby's completed timeline • Libby's color-coded map • Libby's test on westward expansion
Addressing Learning Standard(s) at lower levels of complexity (Entry Points)	Possible Assessment Strategies and Portfolio Products
Jade fills in a map that plots the Oregon Trail. She colors the states through which the Oregon Trail passes and makes a timeline of the sequence of states through which pioneers traveled.	<ul style="list-style-type: none"> • Data chart showing Jade's ability to identify states traveled on the Oregon Trail • Jade's colored map • Jade's timeline showing the sequence of states
Addressing Access Skills embedded in academic instruction	Possible Assessment Strategies and Portfolio Products
Seth is working on sequencing. He must place simple maps and pictures in order showing progress along the Oregon and Santa Fe Trails.	<ul style="list-style-type: none"> • Data chart showing Seth's ability to sequence • Work sample of maps placed in order • Work sample of pictures sequenced in correct order • Video showing Seth sequencing maps

CONTENT History and Social Science

TOPIC The Revolution through Reconstruction, 1763–1877

Learning Standards for: Economic Growth in the North and South, 1800–1860

THEMES

- The growth and spread of free markets and industrial economies
- The origins and impact of sectionalism on American life and politics
- The rise and continuing international influence of the United States

Grades 8–12: U. S. History I

Learning Standard as Written		Essence of Standard
USI.27	Explain the importance of the Transportation Revolution of the 19th century (the building of canals, roads, bridges, turnpikes, steamboats, and railroads), including the stimulus it provided to the growth of a market economy. (H, E)	◆ Explain the importance of advances in transportation to the growth of the United States
USI.28	Explain the emergence and impact of the textile industry in New England and industrial growth generally throughout antebellum America. (H, E) A. the technological improvements and inventions that contributed to industrial growth B. the causes and impact of the wave of immigration from Northern Europe to America in the 1840s and 1850s C. the rise of a business class of merchants and manufacturers D. the roles of women in New England textile factories	◆ Explain the significance of the textile industry in New England and overall industrial growth in the U.S. in the 1800s
USI.29	Describe the rapid growth of slavery in the South after 1800 and analyze slave life and resistance on plantations and farms across the South, as well as the impact of the cotton gin on the economics of slavery and Southern agriculture. (H) <i>Seminal Primary Documents to Read:</i> Frederick Douglass's Independence Day speech at Rochester, New York (1852)	◆ Describe the reasons for the rapid growth of slavery in the South in the 1800s

Possible ENTRY POINTS to Learning Standard(s) (and ACCESS SKILLS embedded in standards-based activities)

Less Complex

More Complex



The student will:

- ◆ Match pictures of different forms of transportation, historically and today
- ◆ Use a timeline to demonstrate an understanding of time, sequence, and chronology
- ◆ Activate a switch to view video on advances in transportation
- ◆ Respond to text being read aloud (i.e., remain alert, request more)
- ◆ Choose appropriate text to read or to have read aloud
- ◆ Orient to books/orient book right side up
- ◆ Turn pages in a book or magazine
- ◆ Turn attention toward another person
- ◆ Grasp, manipulate, and release objects
- ◆ Organize instructional materials
- ◆ Take turns appropriately during classroom discussion
- ◆ Respond to/initiate contacts with others
- ◆ Apply rules for appropriate classroom behavior
- ◆ Use appropriate social greetings
- ◆ Follow simple directions
- ◆ Identify self and/or others
- ◆ Initiate or respond to request for joint attention

The student will:

- ◆ Demonstrate understanding of historical events from this time period by using a timeline
- ◆ Compare present-day means of transportation to those that emerged in the 1800s in the United States
- ◆ Identify what workers did in textile mills in New England in the 1800s
- ◆ Explore how slaves were used on plantations to grow cotton
- ◆ Identify states in the south that supported slavery
- ◆ Sequence pictures that show advances and changes in transportation
- ◆ Sequence pictures that show the cycle of growth and processing of cotton

The student will:

- ◆ Examine the importance of improved means of transportation in the 1800s
- ◆ Select an improvement in transportation that emerged in the 1800s and describe its effect on way of life in the United States
- ◆ Explore why textile mills emerged in New England and their effect on ways of life
- ◆ Create a timeline of events that led up to the creation of the textile industry in New England
- ◆ Investigate the growth of slavery in the 1800s, with special attention to its importance to the southern economy; create a timeline to illustrate
- ◆ Discuss the concept of and reasons why slavery existed and the efforts to end it
- ◆ Explain why the invention of the cotton gin caused slavery to grow
- ◆ Using a variety of sources, describe a typical day in a slave's life

The student will:

- ◆ Use a timeline to show advances in transportation during the 1800s
 - ◆ Explain why advances in transportation helped the United States economy grow
 - ◆ Discuss why advances in transportation caused cities to grow in the United States
 - ◆ Compare working conditions in a New England textile mill to those on a southern plantation
 - ◆ Explain why slavery grew rapidly in the South during the 1800s, but not in the North
 - ◆ Investigate the emergence of the abolitionist movement in Northern states, with special attention to abolitionism in Massachusetts
- Continue to address skills and concepts in this subject that approach grade-level expectations*

Instructional Idea based on Learning Standard USI.27

In grades 8-12, students read about and discuss the transportation revolution of the 19th century. Students choose an invention or innovation related to the transportation revolution (e.g., canals, bridges, turnpikes, steamboats, railroads), then research and write or present a report on its effect on the U.S. economy and culture.

How all students can participate in this activity

Addressing Learning Standard(s) as written for this grade level	Possible Assessment Strategies and Portfolio Products
<p>Bernie researches the creation of turnpikes during the 19th century. He writes notes on his research on note cards and uses the information to complete an outline for his report. Bernie then writes his report.</p>	<ul style="list-style-type: none"> • Data chart showing Bernie's ability to demonstrate knowledge of the transportation revolution based on quizzes, grades on his research notes, and homework assignments • Bernie's report outline on the transportation revolution • Bernie's completed report on the transportation revolution • Bernie's completed homework assignment on the transportation revolution
Addressing Learning Standard(s) at lower levels of complexity (Entry Points)	Possible Assessment Strategies and Portfolio Products
<p>Bronson chooses to write about steamboats. His teachers read simplified text to him about the development and use of steamboats in the 19th century. Bronson uses "Writing with Symbols" to answer questions about what he learned. He then sequences the information to create a report on steamboats.</p>	<ul style="list-style-type: none"> • Data chart showing Bronson's ability to answer questions about steamboats • Work sample of Bronson's answers to steamboat questions • Bronson's report on steamboats
Addressing Access Skills embedded in academic instruction	Possible Assessment Strategies and Portfolio Products
<p>Steven is working on increasing his vocabulary. He is asked to identify different modes of transportation by pointing and making the initial sound of the word.</p>	<ul style="list-style-type: none"> • Field data chart of Steven's ability to pronounce initial sounds of words • Line or bar graph summarizing field data chart • Video of Steven making initial sounds of transportation words

CONTENT History and Social Science

TOPIC The Revolution through Reconstruction, 1763-1877

Learning Standards for: Social, Political, and Religious Change, 1800-1860

THEMES

- The influence of economic, political, religious, and cultural ideas as human societies move beyond regional, national, or geographic boundaries

Grades 8–12: U. S. History I

Learning Standard as Written		Essence of Standard
USI.30	Summarize the growth of the American education system and Horace Mann's campaign for free compulsory public education. (H)	♦ Summarize the growth of education in the early United States
USI.31	Describe the formation of the abolitionist movement, the roles of various abolitionists, and the response of southerners and northerners to abolitionism. (H) A. Frederick Douglass B. William Lloyd Garrison C. Sojourner Truth D. Harriet Tubman E. Theodore Weld	♦ Describe how and why opposition grew to the practice of slavery in the 1800s ♦ Identify influential leaders in the abolitionist movement
USI.32	Describe important religious trends that shaped antebellum America. (H) A. the increase in the number of Protestant denominations B. the Second Great Awakening C. the influence of these trends on the reaction of Protestants to the growth of Catholic immigration	♦ Describe important religious movements before the Civil War
USI.33	Analyze the goals and effect of the antebellum women's suffrage movement. (H) A. the 1848 Seneca Falls convention B. Susan B. Anthony C. Margaret Fuller D. Lucretia Mott E. Elizabeth Cady Stanton <i>Seminal Primary Documents to Read:</i> the Seneca Falls Declaration of Sentiments and Resolutions (1848)	♦ Explain how and why women fought for greater equality before the Civil War
USI.34	Analyze the emergence of the Transcendentalist movement through the writings of Ralph Waldo Emerson and American literature, including the contributions of Henry David Thoreau and Ralph Waldo Emerson. (H)	♦ Identify famous Massachusetts and New England authors of the 1800s

Possible ENTRY POINTS to Learning Standard(s) (and ACCESS SKILLS embedded in standards-based activities)

Less Complex

More Complex



ACCESS SKILLS

The student will:

- ◆ Match pictures of famous Massachusetts and New England authors
- ◆ Match pictures to sequence events
- ◆ Follow one-step directions to place pictures of events on a timeline
- ◆ Respond to text being read aloud (i.e., remain alert, request more)
- ◆ Choose appropriate text to read or to have read aloud
- ◆ Turn pages in a book or magazine
- ◆ Activate an electronic device to access text, communicate with others, or participate in an instructional activity
- ◆ Turn attention toward another person
- ◆ Grasp, manipulate, and release objects
- ◆ Organize instructional materials
- ◆ Take turns appropriately during classroom discussion
- ◆ Respond to/initiate contacts with others
- ◆ Apply rules for appropriate classroom behavior
- ◆ Use appropriate social greetings
- ◆ Identify self and/or others
- ◆ Initiate or respond to request for joint attention

ENTRY POINTS

The student will:

- ◆ Create a timeline of key historical events from this period
- ◆ Use pictures to describe the life of a slave in the United States
- ◆ Identify that some men could vote but slaves and women could not
- ◆ Identify two rights women wanted at the 1848 Seneca Falls Convention and why these were important

The student will:

- ◆ Discuss the importance of education in society throughout history
- ◆ Examine why Massachusetts had an important role in the growth of public education in the United States
- ◆ Explain why opposition to slavery grew in the North in the 1800s, and the reasons that slavery flourished in the south
- ◆ Explain the ways in which women were not treated equally in the 1800s, using a variety of sources
- ◆ Explore how women began to work for equal rights in the 1800s and describe what they wanted
- ◆ Compare the rights of women to rights of slaves in the 1800s
- ◆ Using a map, locate places where religious movements were developing
- ◆ Explain opposing points of view in the women's suffrage movement

The student will:

- ◆ Explain the contributions of Horace Mann to the growth of free compulsory education in Massachusetts and the United States
- ◆ Explain that, in general, groups of people had few rights in the 1800s, with special attention to slaves and women
- ◆ Select an abolitionist and investigate his/her contributions to the antislavery movement
- ◆ Explore the effects that religion had on the United States during the 1800s, using a variety of sources
- ◆ Trace the various religious trends before the Civil War and explain their significance
- ◆ Explain the birth and growth of the women's rights movement in the 1800s, with special attention to the Seneca Falls Convention of 1848
- ◆ Profile one suffragette and highlight or describe her importance to the women's suffrage movement
- ◆ Select a Transcendentalist author and describe several of his/her social ideas as well as rationales for his/her points of view

Continue to address skills and concepts in this subject that approach grade-level expectations

Instructional Idea based on Learning Standards USI.31

In grades 8-12, students study speeches, letters, and editorials written by Frederick Douglass and William Lloyd Garrison, as well as the Constitution, to write an essay describing a point of view with which they agree, and why (www.PBS.org).

How all students can participate in this activity

Addressing Learning Standard(s) as written for this grade level

Vanessa lists points with which she agrees and disagrees from documents written by Douglass and Garrison. She uses this information to write an essay.

Possible Assessment Strategies and Portfolio Products

- Data chart showing Vanessa's ability to demonstrate knowledge of the Abolitionist Movement, including quizzes, homework assignments, and essays
- Vanessa's work sample of statements she agrees and disagrees with
- Vanessa's essay with earlier revised drafts and completed graphic organizer

Addressing Learning Standard(s) at lower levels of complexity (Entry Points)

Wyatt is given statements by Douglass and Garrison on a form for each abolitionist with a picture. The statements are read to Wyatt and explained as needed. Wyatt states whether he agrees or disagrees with each statement and checks his answer in the appropriate box. He then uses a scribe to complete a short essay describing with whom he agrees.

Possible Assessment Strategies and Portfolio Products

- Field data chart showing Wyatt's ability to complete an opinion form
- Line or bar graph summarizing field data chart
- Wyatt's completed opinion form
- Wyatt's short essay

Addressing Access Skills embedded in academic instruction

Raymond is working on answering yes/no questions using PECS. He is asked questions about the Abolitionist Movement that require him to give a yes or no response. Raymond then completes a work sample on which he places PECS symbols after statement showing whether he agrees or disagrees.

Possible Assessment Strategies and Portfolio Products

- Field data chart showing Raymond's yes/no responses
- Line or bar graph summarizing field data chart
- Work sample of PECS symbols showing Raymond's responses to statements

CONTENT History and Social Science

TOPIC The Revolution through Reconstruction, 1763–1877

Learning Standards for: The Civil War and Reconstruction, 1860–1877

THEMES

- The evolution of the concepts of personal freedom, individual responsibility, and respect for human dignity
- The growth and impact of centralized state power

Grades 8–12: U. S. History I

Learning Standard as Written		Essence of Standard
USI.35	Describe how the different economies and cultures of the North and South contributed to the growing importance of sectional politics in the early 19th century. (H)	♦ Describe significant differences between ways of life in the North and South before the Civil War
USI.36	Summarize the critical developments leading to the Civil War. (H) A. the Missouri Compromise (1820) B. the South Carolina Nullification Crisis (1832-1833) C. the Wilmot Proviso (1846) D. the Compromise of 1850 E. the publication of Harriet Beecher Stowe's <i>Uncle Tom's Cabin</i> (1851–1852) F. the Kansas-Nebraska Act (1854) G. the Dred Scott Supreme Court case (1857) H. the Lincoln-Douglas debates (1858) I. John Brown's raid on Harper's Ferry (1859) J. the election of Abraham Lincoln (1860)	♦ Explain critical events leading to the Civil War
USI.37	On a map of North America, identify Union and Confederate States at the outbreak of the war. (H, G)	♦ Identify states that fought either for the Union, Confederacy, or were border states in the Civil War
USI.38	Analyze Abraham Lincoln's presidency, the Emancipation Proclamation (1863), his views on slavery, and the political obstacles he encountered. (H, C) <i>Seminal Primary Documents to Read:</i> Lincoln's Gettysburg Address (1863) and Lincoln's second inaugural address (1865) <i>Seminal Primary Documents to Consider:</i> Lincoln's "House Divided" speech (1858)	♦ Explain the significance of Abraham Lincoln's presidency

<p>USI.39</p>	<p>Analyze the roles and policies of various Civil War leaders and describe the important Civil War battles and events. (H)</p> <p><i>Leaders</i></p> <ul style="list-style-type: none"> A. Jefferson Davis B. Ulysses S. Grant C. Robert E. Lee <p><i>Battles</i></p> <ul style="list-style-type: none"> A. the Massachusetts 54th Regiment and the Battle at Fort Wagner B. Antietam C. Vicksburg D. Gettysburg 	<p>◆ Identify significant Civil War leaders and battles</p>
<p>USI.40</p>	<p>Provide examples of the various effects of the Civil War. (H, E)</p> <ul style="list-style-type: none"> E. physical and economic destruction F. the increased role of the federal government G. the greatest loss of life on a per capita basis of any U.S. war before or since 	<p>◆ Explain the effects of the Civil War</p>
<p>USI.41</p>	<p>Explain the policies and consequences of Reconstruction. (H, C)</p> <ul style="list-style-type: none"> A. Presidential and Congressional Reconstruction B. the impeachment of President Johnson C. the 13th, 14th, and 15th Amendments D. the opposition of Southern whites to Reconstruction E. the accomplishments and failures of Radical Reconstruction F. the presidential election of 1876 and the end of Reconstruction G. the rise of Jim Crow laws H. the Supreme Court case, <i>Plessy v. Ferguson</i> (1896) 	<p>◆ Explain the successes and failures of Reconstruction</p>

Possible ENTRY POINTS to Learning Standard(s) (and ACCESS SKILLS embedded in standards-based activities)

Less Complex

More Complex

ACCESS SKILLS The student will:	ENTRY POINTS The student will:	The student will:	The student will:
<ul style="list-style-type: none"> ◆ Match shapes of states to a map of North America ◆ Match pictures of Civil War leaders ◆ Respond to text being read aloud (i.e., remain alert, request more) ◆ Choose appropriate text to read or to have read aloud ◆ Orient to books/orient book right side up ◆ Turn pages in a book or magazine ◆ Activate an electronic device to access text, communicate with others, or participate in an instructional activity ◆ Turn attention toward another person ◆ Grasp, manipulate, and release objects ◆ Organize instructional materials ◆ Take turns appropriately during classroom discussion ◆ Respond to/initiate contacts with others ◆ Apply rules for appropriate classroom behavior ◆ Use appropriate social greetings ◆ Follow simple directions ◆ Identify self and/or others ◆ Initiate or respond to request for joint attention 	<ul style="list-style-type: none"> ◆ Place major events leading up to and through the Civil War on a timeline ◆ Use a United States map to locate Northern and Southern states that fought against each other in the Civil War ◆ Explain that Southern states practiced slavery and Northern states did not ◆ Identify Abraham Lincoln as president of the United States during much of the Civil War and explain his views on slavery ◆ Describe that the Union and the Confederacy became the United States again after the Civil War ◆ List or sort differences between Northern and Southern states: resources, how location affected needs, types of businesses, lifestyles 	<ul style="list-style-type: none"> ◆ Describe how life in the North and the South differed in the years before the Civil War ◆ Explain why slavery became a growing source of conflict between the North and South in the 1800s ◆ Identify slave states and free states before the Civil War on a United States map ◆ Explain why the election of Abraham Lincoln to the presidency contributed to the outbreak of the Civil War ◆ Investigate a significant Civil War battle, including its location on a map, leader of battle, and outcome ◆ Examine the effects of the Civil War on the South's economy, cities, and way of life 	<ul style="list-style-type: none"> ◆ Explain why conflict grew between the North and South in the 1800s, with special attention to the spread of slavery ◆ Identify how life in the North differed from life in the South before the Civil War ◆ Explain why attempts by the North and South to compromise over slavery failed ◆ Explain why Southern states believed they had the right to secede and create their own nation ◆ Research one or more significant events in the presidency of Abraham Lincoln, with special attention to the Emancipation Proclamation and/or the Gettysburg Address ◆ Discuss how Reconstruction policies affected the South, with special attention to laws designed to protect the rights of former slaves ◆ Describe how Constitutional amendments were meant to protect the rights of former slaves
			<p><i>Continue to address skills and concepts in this subject that approach grade-level expectations</i></p>

Instructional Idea based on Learning Standards USI.40

At grades 8-10, students look at photographs from the Civil War and, without being told where the photographs are from, write newspaper stories to explain what they see. After finding out the true subjects of the photographs, they discuss how points of view can vary, how newspapers can influence opinions, and how this may have contributed to sectionalism
(<http://memory.loc.gov/ammem>)

How all students can participate in this activity

Addressing Learning Standard(s) as written for this grade level	Possible Assessment Strategies and Portfolio Products
Lewis writes three stories based on three different photographs. He then writes a summary of the true story for each photograph. He participates in a class discussion about the photographs and how newspapers affect opinions by emphasizing a specific point of view.	<ul style="list-style-type: none"> • Data chart showing Lewis' ability to demonstrate knowledge of sectionalism before, during, and after the Civil War • Lewis' stories he wrote based on photographs • Lewis' summaries of actual stories of the photographs
Addressing Learning Standard(s) at lower levels of complexity (Entry Points)	Possible Assessment Strategies and Portfolio Products
Kim is given one photograph from the Civil War. She writes several descriptive statements about the photograph, including how the photograph makes her feel. She is then told what the photograph is actually about. She writes new statements about the photograph, and participates in a small group discussion about the photographs.	<ul style="list-style-type: none"> • Data chart showing Kim's ability to use photographs to demonstrate understanding of sectionalism before, during, and after the Civil War • Kim's initial written (or dictated) statements about the photographs • Kim's statements about the photograph after being told what the photograph was about
Addressing Access Skills embedded in academic instruction	Possible Assessment Strategies and Portfolio Products
Wes is activating a mouse at the computer to show understanding of cause and effect. He sits with a small group of students and clicks the mouse to view photographs from the Civil War. He then chooses five photographs and clicks a button to print them.	<ul style="list-style-type: none"> • Field data chart showing Wes's ability to use a computer mouse • Line or bar graph summarizing field data chart • Album of pictures Wes printed out using the mouse, including teacher notation next to each indicating whether a prompt was needed for Wes to click the mouse

CONTENT History and Social Science

TOPIC Reconstruction to the Present, 1877–2001

Learning Standards for: Industrial America and Its Emerging Role in International Affairs, 1870–1920

THEMES

- The influence of economic, political, religious, and cultural ideas as human societies move beyond regional, national, or geographic boundaries
- The growth and spread of free markets and industrial economies

Grades 8–12: U. S. History II

Learning Standard as Written		Essence of Standard
USII.1	<p>Explain the various causes of the Industrial Revolution. (H, E)</p> <ul style="list-style-type: none"> A. the economic impetus provided by the Civil War B. important technological and scientific advances C. the role of business leaders, entrepreneurs, and inventors such as Alexander Graham Bell, Andrew Carnegie, Thomas Edison, J.P. Morgan, John D. Rockefeller, and Cornelius Vanderbilt 	<ul style="list-style-type: none"> ◆ Explain the causes of the Industrial Revolution after 1870
USII.2	<p>Explain the important consequences of the Industrial Revolution. (H, E)</p> <ul style="list-style-type: none"> A. the growth of big business B. environmental impact C. the expansion of cities 	<ul style="list-style-type: none"> ◆ Explain the effects of the Industrial Revolution in the United States
USII.3	<p>Describe the causes of the immigration of Southern and Eastern Europeans, Chinese, Koreans, and Japanese to America in the late 19th and early 20th centuries, and describe the major roles of these immigrants in the industrialization of America. (H)</p> <p><i>Seminal Primary Documents to Read:</i> Emma Lazarus, "The New Colossus" (1883)</p> <p><i>Seminal Primary Documents to Consider:</i> Younghill Kang, <i>East Goes West</i> (1937)</p>	<ul style="list-style-type: none"> ◆ Describe the causes and effects of immigration to the United States between 1880 and 1917
USII.4	<p>Analyze the causes of the continuing westward expansion of the American people after the Civil War and the impact of this migration on the Indians. (H)</p>	<ul style="list-style-type: none"> ◆ Explain reasons Americans continued to move west after the Civil War and the effects of westward migration on Native Americans
USII.5	<p>Explain the formation and goals of unions as well as the rise of radical political parties during the Industrial era. (H, E)</p> <ul style="list-style-type: none"> A. the Knights of Labor B. the American Federation of Labor headed by Samuel Gompers C. the Populist Party D. the Socialist Party headed by Eugene Debs 	<ul style="list-style-type: none"> ◆ Explain reasons workers began to form unions in the late 1800s

<p>USII.6</p>	<p>Analyze the causes and course of America's growing role in world affairs from the Civil War to World War I. (H, E)</p> <ul style="list-style-type: none"> A. the influence of the ideas associated with Social Darwinism B. the purchase of Alaska from Russia C. America's growing influence in Hawaii leading to annexation D. the Spanish-American War E. U.S. expansion into Asia under the Open Door policy F. President Roosevelt's Corollary to the Monroe Doctrine G. America's role in the building of the Panama Canal H. President Taft's Dollar Diplomacy I. President Wilson's intervention in Mexico J. American entry into World War I 	<ul style="list-style-type: none"> ◆ Explain the role of the United States in world affairs from the end of the Civil War to its entrance into World War I
<p>USII.7</p>	<p>Explain the course and significance of President Wilson's wartime diplomacy, including his Fourteen Points, the League of Nations, and the failure of the Versailles treaty. (H)</p> <p><i>Seminal Primary Documents to Read:</i> President Woodrow Wilson, "Peace Without Victory," speech (1917)</p>	<ul style="list-style-type: none"> ◆ Explain the results of World War I and their effects on the United States and the world, including the diplomacy of President Woodrow Wilson

Possible ENTRY POINTS to Learning Standard(s) (and ACCESS SKILLS embedded in standards-based activities)

Less Complex

More Complex



ACCESS SKILLS

The student will:

- ◆ Sort and match pictures of agricultural and industrial goods
- ◆ Find familiar locations using pictures and maps
- ◆ Using pictures of local businesses/industries, match picture to picture
- ◆ Follow one-step directions to place pictures symbolizing population growth on a timeline
- ◆ Respond to text being read aloud (i.e., remain alert, request more)
- ◆ Choose appropriate text to read or to have read aloud
- ◆ Orient to books/orient book right side up
- ◆ Turn pages in a book or magazine
- ◆ Activate an electronic device to access text, communicate with others, or participate in an instructional activity
- ◆ Turn attention toward another person
- ◆ Grasp, manipulate, and release objects
- ◆ Organize instructional materials
- ◆ Take turns appropriately during classroom discussion
- ◆ Respond to/initiate contacts with others
- ◆ Apply rules for appropriate classroom behavior
- ◆ Use appropriate social greetings
- ◆ Identify self and/or others
- ◆ Initiate or respond to request for joint attention

ENTRY POINTS

The student will:

- ◆ Use a timeline to sequence historical events related to the Industrial Revolution
- ◆ Demonstrate an understanding of agricultural products; sort goods that are made largely by hand and goods that are made in factories
- ◆ Identify industries in the community and/or in Massachusetts and compare them with the goods they produced at the turn of the century
- ◆ Name some of the nationalities of people who immigrated to the United States between 1870 and 1914
- ◆ Identify an invention from this time period and describe its purpose
- ◆ Using a map, locate countries involved in World War I
- ◆ Identify presidents Wilson and T. Roosevelt

The student will:

- ◆ Identify agricultural and industrial goods used in daily life during this time period
- ◆ Describe what it was like to work in a factory between 1870 and 1914
- ◆ Investigate why millions of immigrants came to the United States between 1870 and 1914 and discuss their contributions to the country
- ◆ Identify Presidents Wilson and T. Roosevelt and explain one important fact regarding each presidency
- ◆ Identify three inventors and their inventions
- ◆ Explain the events that led the U.S. into World War I, and locate the countries involved on a map

The student will:

- ◆ Explain the term “Industrial Revolution” and plot its development on a timeline
- ◆ Discuss how the growth of big business in the United States contributed to the Industrial Revolution
- ◆ Select an inventor or entrepreneur and explore his/her contributions to the Industrial Revolution
- ◆ Explain why workers began to form labor unions during the Industrial Revolution
- ◆ Explain why millions of people immigrated to the United States from 1870 to 1914 and describe the role of immigrants in the Industrial Revolution and U.S. expansion
- ◆ Investigate how the Industrial Revolution contributed to the growth of cities
- ◆ Discuss reasons Americans continued to move west from 1870 to 1914 and how this migration affected Native Americans and the environment
- ◆ Identify causes of World War I and explain why the United States entered the conflict; locate the countries involved on a map

Continue to address skills and concepts in this subject that approach grade-level expectations

Instructional Idea based on Learning Standards USII.2

In grades 8-12, students visit the Boott Cotton Mills Museum in Lowell, MA. After visiting the museum they will read letters written by workers and answer questions about the letters (<http://www.uml.edu/tsongas/>).

How all students can participate in this activity

Addressing Learning Standard(s) as written for this grade level	Possible Assessment Strategies and Portfolio Products
Jackson completes a set of questions while at the museum. He then writes an essay on what he learned at the museum. In class he reads a letter from Barilla Taylor, a mill worker, to her parents. He then writes questions about the letter and researches the responses.	<ul style="list-style-type: none"> • Data chart showing Jackson's ability to demonstrate knowledge of the Industrial Revolution, including quizzes, essay, museum question form, and questions about letter • Jackson's completed museum questions • Jackson's questions and responses related to Barilla Taylor's letter
Addressing Learning Standard(s) at lower levels of complexity (Entry Points)	Possible Assessment Strategies and Portfolio Products
Miguel completes a set of modified questions with picture cues while at the museum. He then dictates a brief essay about what he learned at the museum.	<ul style="list-style-type: none"> • Data chart showing Miguel's ability to identify products made during the Industrial Revolution • Miguel's completed museum questions • Work sample showing Miguel's identification of different products and inventions from the Industrial Revolution he saw while at the museum
Addressing Access Skills embedded in academic instruction	Possible Assessment Strategies and Portfolio Products
Jayna is working on participating in group activities using an appropriate voice volume. After visiting the museum, she participates in a class activity by listening to what students learned on the trip and telling what she saw, using an appropriate voice loudness.	<ul style="list-style-type: none"> • Field data chart showing Jayna's ability to use an appropriate voice volume while on the field trip and during class discussions • Line or bar graph summarizing field data chart • Jayna's self-monitoring form recording her voice volume during small group discussions • Audiotape of Jayna working on appropriate voice volume during small group session

**History and
Social Science**

U.S. History II

*The Age of Reform:
Progressivism and the
New Deal,
1900–1940*

Grades 8–12

CONTENT History and Social Science

TOPIC Reconstruction to the Present, 1877–2001

Learning Standards for: The Age of Reform: Progressivism and the New Deal, 1900–1940

THEMES

- The growth and impact of centralized state power

Grades 8 – 12 – U. S. History II

Learning Standard as Written		Essence of Standard
USII.8	<p>Analyze the origins of Progressivism and important Progressive leaders, and summarize the major accomplishments of Progressivism. (H, E)</p> <p><i>People</i></p> <ul style="list-style-type: none"> A. Jane Addams B. William Jennings Bryan C. John Dewey D. Robert La Follette E. President Theodore Roosevelt F. Upton Sinclair G. President William H. Taft H. Ida Tarbell I. President Woodrow Wilson <p><i>Policies</i></p> <ul style="list-style-type: none"> A. bans against child labor B. the initiative referendum and its recall C. the Sherman Anti-Trust Act (1890) D. the Pure Food and Drug Act (1906) E. the Meat Packing Act (1906) F. the Federal Reserve Act (1913) G. the Clayton Anti-Trust Act (1914) H. the ratification of the Nineteenth Amendment in 1920 <p><i>Seminal Primary Documents to Read:</i> President Theodore Roosevelt, "The New Nationalism," speech (1910).</p>	<ul style="list-style-type: none"> ◆ Explain the origins, key reforms, and key leaders of Progressivism, including Presidents T. Roosevelt and Wilson

<p>USII.9</p>	<p>Analyze the post-Civil War struggles of African Americans and women to gain basic civil rights. (H)</p> <ul style="list-style-type: none"> A. Carrie Chapman Catt B. W.E.B. Du Bois C. Marcus Garvey D. the National Association for the Advancement of Colored People (NAACP) E. Alice Paul F. Booker T. Washington <p><i>Seminal Primary Documents to Consider:</i> Booker T. Washington, the Atlanta Exposition Address (1895), and the Niagara Movement Declaration of Principles (1905)</p>	<ul style="list-style-type: none"> ◆ Explain the beginnings of the civil rights and women's rights movements after the Civil War
<p>USII.10</p>	<p>Describe how the battle between traditionalism and modernity manifested itself in the major historical trends and events after World War I and throughout the 1920s. (H)</p> <ul style="list-style-type: none"> A. the Boston police strike in 1919 B. the Red Scare and Sacco and Vanzetti C. racial and ethnic tensions D. the Scopes Trial and the debate over Darwin's <i>On the Origins of Species</i> E. Prohibition 	<ul style="list-style-type: none"> ◆ Describe political and social developments of the 1920s in the United States
<p>USII.11</p>	<p>Describe the various causes and consequences of the global depression of the 1930s, and analyze how Americans responded to the Great Depression. (H, E)</p> <ul style="list-style-type: none"> A. restrictive monetary policies B. unemployment C. support for political and economic reform D. the influence of the ideas of John Maynard Keynes, and the critique of centralized economic planning and management by Ludwig von Mises, Friedrich von Hayek, and Milton Friedman 	<ul style="list-style-type: none"> ◆ Explain the causes and effects of the Great Depression
<p>USII.12</p>	<p>Analyze the important policies, institutions, and personalities of the New Deal era. (H)</p> <p><i>People</i></p> <ul style="list-style-type: none"> A. President Herbert Hoover B. President Franklin D. Roosevelt C. Eleanor Roosevelt D. Huey Long E. Charles Coughlin <p><i>Policies</i></p> <ul style="list-style-type: none"> A. the establishment of the Federal Deposit Insurance Corporation B. the Securities and Exchange Commission C. the Tennessee Valley Authority D. the Social Security Act E. the National Labor Relations Act F. the Works Progress Administration G. the Fair Labor Standards Act <p><i>Institutions</i></p> <ul style="list-style-type: none"> A. the American Federation of Labor B. the Congress of Industrial Organizations C. the American Communist Party 	<ul style="list-style-type: none"> ◆ Describe significant leaders and personalities associated with the Great Depression and federal policies during this era
<p>USII.13</p>	<p>Explain how the Great Depression and the New Deal affected American society. (H)</p> <ul style="list-style-type: none"> A. the increased importance of the federal government in establishing economic and social policies B. the emergence of a "New Deal coalition" consisting of African Americans, blue-collar workers, poor farmers, Jews, and Catholics 	<ul style="list-style-type: none"> ◆ Explain the effects of the Great Depression and specific New Deal programs on life in the United States

Possible ENTRY POINTS to Learning Standard(s) (and ACCESS SKILLS embedded in standards-based activities)

Less Complex

More Complex



ACCESS SKILLS

The student will:

- ◆ Match photographs of Progressive, post-Civil War, and women's rights leaders
- ◆ Activate switch to advance slides of the Great Depression
- ◆ Follow one-step directions to sequence pictures of steps the government took during the New Deal
- ◆ Respond to text being read aloud (i.e., remain alert, request more)
- ◆ Choose appropriate text to read or to have read aloud
- ◆ Orient to books/orient book right side up
- ◆ Turn pages in a book or magazine
- ◆ Turn attention toward another person
- ◆ Grasp, manipulate, and release objects
- ◆ Organize instructional materials
- ◆ Take turns appropriately during classroom discussion
- ◆ Respond to/initiate contacts with others
- ◆ Apply rules for appropriate classroom behavior
- ◆ Use appropriate social greetings
- ◆ Follow simple directions
- ◆ Identify self and/or others
- ◆ Initiate or respond to request for joint attention

ENTRY POINTS

The student will:

- ◆ Demonstrate knowledge of historical events from this time period
- ◆ Name problems associated with urban life between 1870 and 1920
- ◆ Identify different types of jobs people had during this time and explain why people worked
- ◆ Identify the Great Depression as a time when millions of people were unemployed and had little money
- ◆ Identify three African Americans and their contributions to the post-Civil War society
- ◆ Identify the various presidents of this era and one thing each was known for during his presidency

The student will:

- ◆ Discuss why millions of people moved to United States cities between 1870 and 1920 and the conditions they faced in urban areas; plot the cities in which they settled on a map
- ◆ Explain why people began to demand that the government improve life in urban areas
- ◆ Describe how government worked to solve problems in urban areas between 1870 and 1920
- ◆ Research and explain specific actions the government took during this time to protect the safety of all Americans
- ◆ Discuss how African Americans and women continued their efforts to gain their civil rights during this time
- ◆ Explain why the Great Depression caused millions of Americans to be unemployed
- ◆ Discuss how the government tried to help unemployed people during the Great Depression
- ◆ Explain the role banks play in the United States economy
- ◆ Select a specific New Deal program and explain how it was designed to help the United States economy
- ◆ Identify and explore one immigrant group; discuss where they settled and what immigrants did (e.g., home, work)

The student will:

- ◆ Explain why Progressivism emerged as a reform movement in the United States
- ◆ Explore specific problems within American society that Progressivism sought to correct
- ◆ Select a leader of the Progressive movement and examine his/her contributions to the reform movement
- ◆ Discuss the successes and failures of African Americans in gaining civil rights
- ◆ Explain the major causes of the Great Depression and how it affected American society
- ◆ Examine Franklin D. Roosevelt's presidency with special attention to his New Deal policies
- ◆ Identify specific New Deal programs that still impact the United States today
- ◆ Discuss famous women of this time and their contributions (e.g., Jane Addams, Ida Tarbell, Eleanor Roosevelt)
- ◆ Describe one or more ways in which the government sought to control and improve the U.S. economy during the Great Depression

Continue to address skills and concepts in this subject that approach grade-level expectations

Instructional Idea based on Learning Standard USII 12.13

In grades 8-12, students skim several life histories selected from *American Life Histories: Manuscripts from the Federal Writers' Project, 1936-1940* (<http://memory.loc.gov/learn/lessons/98/dime/teacher>). Using the *Reading Life Histories Guide*, each student selects and analyzes one life history to understand the needs of real people whom New Deal programs were designed to assist.

How all students can participate in this activity

Addressing Learning Standard(s) as written for this grade level	Possible Assessment Strategies and Portfolio Products
Manny chooses Jack Dillin from the <i>American Life Histories</i> and completes a <i>Reading Life Histories Guide</i> . He then chooses a New Deal agency or program that would have helped Jack Dillin. He also shares with the class whether that program or agency is still in place today.	<ul style="list-style-type: none"> • Data chart showing Manny's ability to demonstrate knowledge of Progressivism and the New Deal, including pre- and post-tests, quizzes, and homework assignments for Jack Dillon • Manny's completed <i>Reading Life Histories Guide</i> • Manny's New Deal program or agency description
Addressing Learning Standard(s) at lower levels of complexity (Entry Points)	Possible Assessment Strategies and Portfolio Products
Trey reads a modified version of <i>American Life Histories</i> . He then completes a modified <i>Reading Life Histories Guide</i> in which he answers questions about one person's problem and how it was solved with government assistance.	<ul style="list-style-type: none"> • Data chart showing Trey's ability to complete activities addressing Progressivism and the New Deal • Trey's completed <i>Reading Life Histories Guide</i> • Trey's work sample matching modified New Deal program descriptions to problems
Addressing Access Skills embedded in academic instruction	Possible Assessment Strategies and Portfolio Products
Diana is given examples of problems that she must solve using a picture communication book on one of the selected <i>American Life Histories</i> . For example: "This immigrant is hungry." Solution: Diana points to "Eat" in communication book.	<ul style="list-style-type: none"> • Field data chart showing Diana's ability to problem-solve using communication book • Line or bar graph summarizing field data chart • Diana's completed work sample of solutions to problems

CONTENT History and Social Science
TOPIC Reconstruction to the Present, 1877–2001
Learning Standards for: World War II, 1939–1945
THEMES

- The evolution of the concepts of personal freedom, individual responsibility, and respect for human dignity
- The influence of economic, political, religious, and cultural ideas as human societies move beyond regional, national, or geographic boundaries
- The rise and continuing international influence of the United States

Grades 8–12: U. S. History II

Learning Standard as Written		Essence of Standard
USII.14	Explain the strength of American isolationism after World War I and analyze its impact on U.S. foreign policy. (H)	◆ Explain American isolationism after World War I
USII.15	Analyze how German aggression in Europe and Japanese aggression in Asia contributed to the start of World War II and summarize the major battles and events of the war. On a map of the world, locate the Allied powers (Britain, France, the Soviet Union, and the United States) and Axis powers (Germany, Italy, and Japan). (H, G) A. Fascism in Germany and Italy B. German rearmament and militarization of the Rhineland C. Germany's seizure of Austria and Czechoslovakia and Germany's invasion of Poland D. Japan's invasion of China and the Rape of Nanking E. Pearl Harbor, Midway, D-Day, Okinawa, the Battle of the Bulge, Iwo Jima, and the Yalta and Potsdam conferences <i>Seminal Primary Documents to Read:</i> President Franklin Roosevelt, "Four Freedoms," speech (1941) <i>Seminal Primary Documents to Consider:</i> Justice Robert M. Jackson's opinion for the Supreme Court in <i>West Virginia State Board of Education v. Barnette</i> (1943) and Learned Hand's <i>The Spirit of Liberty</i> (1944)	◆ Explain causes of World War II and reasons the United States entered the conflict
USII.16	Explain the reasons for the dropping of atom bombs on Japan and their short and long-term effects. (H)	◆ Identify reasons the United States used atomic weapons against Japan
USII.17	Explain important domestic events that took place during the war. (H, E) A. how war-inspired economic growth ended the Great Depression B. A. Philip Randolph and the efforts to eliminate employment discrimination C. the entry of large numbers of women into the workforce D. the internment of West Coast Japanese-Americans in the U.S. and Canada	◆ Explain the domestic effects of World War II in the United States

Possible ENTRY POINTS to Learning Standard(s) (and ACCESS SKILLS embedded in standards-based activities)

Less Complex

More Complex



ACCESS SKILLS

The student will:

- ◆ Match pictures of World War II European and American leaders
- ◆ Follow one-step directions to sequence pictures for a timeline
- ◆ Demonstrate understanding of conflict in daily life
- ◆ Activate switch to change images on computer screen
- ◆ Select favorite picture from this era and explain why
- ◆ Respond to text being read aloud (i.e., remain alert, request more)
- ◆ Choose appropriate text to read or to have read aloud
- ◆ Orient to books/orient book right side up
- ◆ Turn pages in a book or magazine
- ◆ Turn attention toward another person
- ◆ Grasp, manipulate, and release objects
- ◆ Organize instructional materials
- ◆ Take turns appropriately during classroom discussion
- ◆ Respond to/initiate contacts with others
- ◆ Apply rules for appropriate classroom behavior
- ◆ Use appropriate social greetings
- ◆ Identify self and/or others
- ◆ Initiate or respond to request for joint attention

ENTRY POINTS

The student will:

- ◆ Demonstrate knowledge of historical events from this time period by using a timeline of historical events leading up to World War II
- ◆ Locate the United States, Europe, and Japan on a world map or globe and identify on which side (Axis or Allies) they fought in World War II
- ◆ Identify the Japanese attack on Pearl Harbor as the reason the United States entered World War II
- ◆ Locate Pearl Harbor on a map
- ◆ Explain the concept of taking sides in a fight as it relates to World War II
- ◆ Explain how weapons and bombs were used in World War II
- ◆ Understand and describe the significance of Anne Frank's life
- ◆ Identify on a map the various locations of Japanese internment camps

The student will:

- ◆ Locate on a world map or globe the countries that comprised the Allied powers and those of the Axis powers during World War II
- ◆ Describe how, in the 1930s, Germany began its efforts to conquer Europe
- ◆ Discuss the roles of Germany and Japan in the outbreak of World War II
- ◆ Describe life in a concentration camp
- ◆ Explain why the United States entered World War II
- ◆ Explore how the United States contributed to the Allied victory in World War II
- ◆ Discuss the United States decision to use nuclear weapons against Japan
- ◆ Explain why World War II helped end the Great Depression
- ◆ Describe Hitler's rise in Germany
- ◆ Discuss the Japanese internment camps and their impact on the Japanese and Americans
- ◆ Recognize that most countries who fought against each other in World War II are now allies

The student will:

- ◆ Locate on a world map or globe the countries that comprised the Allied powers and those of the Axis powers during World War II
- ◆ Discuss the differences between totalitarian and democratic governments
- ◆ Explain why German and Japanese efforts to expand their empires contributed to the outbreak of World War II
- ◆ Describe Hitler's attempt to enslave and kill Jews and others during Germany's expansion
- ◆ Explain the roles of Franklin Roosevelt, Joseph Stalin, Adolph Hitler, and Winston Churchill in World War II
- ◆ Examine and explain reasons why the United States decided to use atomic weapons against Japan

Continue to address skills and concepts in this subject that approach grade-level expectations

CONTENT History and Social Science
TOPIC Reconstruction to the Present, 1877–2001
Learning Standards for: The Cold War Abroad, 1945–1989
THEMES

- The rise and continuing international influence of the United States

Grades 8–12: U. S. History II

Learning Standard as Written		Essence of Standard
<p>USII.18</p> <p>Analyze the factors that contributed to the Cold War and describe the policy of containment as America's response to Soviet expansionist policies. (H)</p> <ul style="list-style-type: none"> A. the differences between the Soviet and American political and economic systems B. Soviet aggression in Eastern Europe C. the Truman Doctrine, the Marshall Plan, and NATO <p><i>Seminal Primary Documents to Read:</i> The Truman Doctrine (1947), and George Kennan, "The Sources of Soviet Conduct" (1947)</p>	<ul style="list-style-type: none"> ◆ Identify major causes of the Cold War 	
<p>USII.19</p> <p>Analyze the sources and, with a map of the world, locate the areas of Cold War conflict between the U.S. and the Soviet Union. (H, G)</p> <ul style="list-style-type: none"> A. the Korean War B. Germany C. China D. the Middle East E. the arms race F. Latin America G. Africa H. the Vietnam War 	<ul style="list-style-type: none"> ◆ Describe the major events of the Cold War and the countries and regions in which they occurred 	
<p>USII.20</p> <p>Explain the causes, course, and consequences of the Vietnam War and summarize the diplomatic and military policies of Presidents Eisenhower, Kennedy, Johnson, and Nixon. (H)</p>	<ul style="list-style-type: none"> ◆ Explain causes and effects of United States involvement in the Vietnam War 	
<p>USII.21</p> <p>Analyze how the failure of communist economic policies as well as U.S.-sponsored resistance to Soviet military and diplomatic initiatives contributed to ending the Cold War. (H, E)</p> <p><i>Seminal Primary Documents to Read:</i> President John F. Kennedy, Inaugural Address (1961)</p> <p><i>Seminal Primary Documents to Consider:</i> President Ronald Regan, Speech at Moscow State University (1988)</p>	<ul style="list-style-type: none"> ◆ Explain reasons the Cold War ended 	

Possible ENTRY POINTS to Learning Standard(s) (and ACCESS SKILLS embedded in standards-based activities)

Less Complex

More Complex



ACCESS SKILLS

The student will:

- ◆ Match pictures or shapes to create timeline or global map
- ◆ Match pictures of U.S. Presidents Kennedy, Johnson, and Nixon
- ◆ Respond to text being read aloud (i.e., remain alert, request more)
- ◆ Choose appropriate text to read or to have read aloud
- ◆ Orient to books/orient book right side up
- ◆ Turn pages in a book or magazine
- ◆ Activate an electronic device to access text, communicate with others, or participate in an instructional activity
- ◆ Turn attention toward another person
- ◆ Grasp, manipulate, and release objects
- ◆ Organize instructional materials
- ◆ Take turns appropriately during classroom discussion
- ◆ Respond to/initiate contacts with others
- ◆ Apply rules for appropriate classroom behavior
- ◆ Use appropriate social greetings
- ◆ Follow simple directions
- ◆ Identify self and/or others
- ◆ Initiate or respond to request for joint attention

ENTRY POINTS

The student will:

- ◆ Demonstrate knowledge of historical events from this time period by using a timeline of historical events leading up to the Cold War
- ◆ Using a map, color-code countries based on alliances during the Cold War
- ◆ Locate the United States, Europe, and the former Soviet Union on a world map or globe
- ◆ Identify differences between a communist government and a democratic government
- ◆ Using a map, identify the countries involved in the Cold War
- ◆ Identify pictures of key U.S. leaders during the Vietnam War era, including Eisenhower, Kennedy, Johnson, and Nixon
- ◆ Describe the Berlin Wall, and explain why it was built and why it was removed

The student will:

- ◆ Show understanding of sequence of events by using a timeline of historical events leading up to the Cold War
- ◆ Identify the former Soviet Union as a communist nation and discuss basic principles of communism
- ◆ Explain why the term "Cold War" is used to describe relations between the Soviet Union and the United States from the end of World War II through the 1980s
- ◆ Locate on a world map or globe areas over which the United States and the former Soviet Union disagreed; explain why tensions arose about these locations
- ◆ Describe how the United States became involved in the Vietnam War and how its involvement ended
- ◆ Explain the significance of the removal of the Berlin Wall

The student will:

- ◆ Explain significant differences between communist and democratic forms of government, using a variety of sources
- ◆ Explain why the United States and the former Soviet Union were the world's two superpowers after World War II
- ◆ Describe how the Marshall Plan succeeded in restoring economic health to much of western Europe
- ◆ Using a variety of sources, explain the meaning of the term "Cold War"
- ◆ Discuss why and how the United States sought to contain communism after World War II
- ◆ Describe how the United States became involved in the Vietnam War, and the war's impact on the United States
- ◆ Examine reasons for the end of the Cold War and describe the removal of the Berlin Wall

Continue to address skills and concepts in this subject that approach grade-level expectations

Instructional Idea based on Learning Standards USII.19

At grade 8, students study a map of the world and locate the areas of the Cold War conflict between the U.S. and Soviet Union.

How all students can participate in this activity

Addressing Learning Standard(s) as written for this grade level	Possible Assessment Strategies and Portfolio Products
Leah completes a map by color-coding areas of the Cold War conflict. She writes a brief description of how each of the areas was involved with the conflict.	<ul style="list-style-type: none"> • Data chart showing Leah's ability to demonstrate knowledge of geography of the Cold War • Leah's color-coded map • Leah's descriptions of each area's involvement in conflict
Addressing Learning Standard(s) at lower levels of complexity (Entry Points)	Possible Assessment Strategies and Portfolio Products
Nolan is given shapes of geographical regions involved in the Cold War conflict. He matches these shapes to a map, traces the shapes with different colored markers, and practices saying the names of the areas.	<ul style="list-style-type: none"> • Data chart showing Nolan's ability to label areas involved in the Cold War • Nolan's work sample of color-coded countries labeled by a peer with the names • Nolan's map of outlined areas involved in the Cold War
Addressing Access Skills embedded in academic instruction	Possible Assessment Strategies and Portfolio Products
Juan is working on matching shapes of regions involved in the Cold War to the same shapes on a board. He also completes a puzzle by matching shape to shape.	<ul style="list-style-type: none"> • Data chart showing Juan's ability to match shapes • Work sample matching shape to shape for Cold War regions • Completed puzzle

**History and
Social Science**

U.S. History II

Cold War America at Home: Economic Growth and Optimism, Anticommunism, and Reform, 1945–1980

Grades 8–12

CONTENT History and Social Science

TOPIC Reconstruction to the Present, 1877–2001

Learning Standards for: Cold War America at Home: Economic Growth and Optimism, Anticommunism, and Reform, 1945–1980

THEMES

- The evolution of the concepts of personal freedom, individual responsibility, and respect for human dignity
- The growth and impact of centralized state power
- The origins and impact of sectionalism on American life and politics

Grades 8–12: U. S. History II

Learning Standard as Written		Essence of Standard
USII.22	Analyze the causes and consequences of important domestic Cold War trends. (H, E) A. economic growth and declining poverty B. the baby boom C. the growth of suburbs and home-ownership D. the increase in education levels the development of mass media and consumerism	◆ Explain significant domestic events and trends in the United States during the Cold War
USII.23	Analyze the following domestic policies of Presidents Truman and Eisenhower. (H) A. Truman's Fair Deal B. the Taft–Hartley Act (1947) C. Eisenhower's response to the Soviet's launching of Sputnik D. Eisenhower's civil rights record	◆ Explain significant events and developments during the Truman and Eisenhower presidencies
USII.24	Analyze the roots of domestic anticommunism as well as the origins and consequences of McCarthyism. (H) <i>People</i> A. Whittaker Chambers B. Alger Hiss C. J. Edgar Hoover D. Senator Joseph McCarthy E. Julius and Ethel Rosenberg <i>Institutions</i> A. the American Communist Party (including its close relationship to the Soviet Union) B. the Federal Bureau of Investigation (FBI) C. the House Committee on Un-American Activities (HUAC)	◆ Describe McCarthyism and its effects in the United States

<p>USII.25</p>	<p>Analyze the origins, goals, and key events of the Civil Rights movement. (H)</p> <p><i>People</i></p> <ul style="list-style-type: none"> A. Robert Kennedy B. Martin Luther King, Jr. C. Thurgood Marshall D. Rosa Parks E. Malcolm X <p><i>Institution</i></p> <p>the National Association for the Advancement of Colored People (NAACP)</p> <p><i>Events</i></p> <ul style="list-style-type: none"> A. <i>Brown v. Board of Education</i> (1954) B. the 1955–1956 Montgomery Bus Boycott C. the 1957–1958 Little Rock School Crisis D. the sit-ins and freedom rides of the early 1960s E. the 1963 civil rights protest in Birmingham F. the 1963 March on Washington G. the 1965 civil rights protest in Selma H. the 1968 assassination of Martin Luther King, Jr. <p><i>Seminal Primary Documents to Read:</i> Reverend Martin Luther King's, "I Have A Dream" speech and his <i>Letter from Birmingham City Jail</i> (1963), President Lyndon Johnson, speech to Congress on voting rights (March 15, 1965)</p>	<ul style="list-style-type: none"> ◆ Explain the origin, growth, and significant events and leaders of the Civil Rights movement
<p>USII.26</p>	<p>Describe the accomplishments of the civil rights movement. (H, E)</p> <ul style="list-style-type: none"> A. the 1964 Civil Rights Act and the 1965 Voting Rights Act B. the growth of the African American middle class, increased political power, and declining rates of African American poverty 	<ul style="list-style-type: none"> ◆ Describe achievements and effects of the Civil Rights movement
<p>USII.27</p>	<p>Analyze the causes and course of the women's rights movement in the 1960s and 1970s. (H)</p> <ul style="list-style-type: none"> A. Betty Friedan and Gloria Steinem B. the birth control pill C. the increasing number of working women D. the formation of the National Organization of Women in 1967 E. the debate over the Equal Rights Amendment F. the 1973 Supreme Court case, <i>Roe v. Wade</i> 	<ul style="list-style-type: none"> ◆ Explain the women's rights movement in the 1960s and 1970s
<p>USII.28</p>	<p>Analyze the important domestic policies and events that took place during the presidencies of Presidents Kennedy, Johnson, and Nixon. (H)</p> <ul style="list-style-type: none"> A. the space exploration program B. the assassination of President Kennedy C. Johnson's Great Society programs D. Nixon's appeal to "the silent majority" E. the anti-war and counter-cultural movements F. the creation of the Environmental Protection Agency (EPA) in 1970 G. the Watergate scandal (including the Supreme Court case, <i>U.S. v. Nixon</i>) 	<ul style="list-style-type: none"> ◆ Explain significant events and developments of the Kennedy, Johnson, and Nixon presidencies

Possible ENTRY POINTS to Learning Standard(s) (and ACCESS SKILLS embedded in standards-based activities)

Less Complex

More Complex



The student will:

- ◆ Sequence events in daily life on a timeline
- ◆ Match pictures of Civil Rights leaders
- ◆ Attend to a story being read about the Nixon presidency or other significant event(s) from this time period (e.g., remain alert, request more)
- ◆ Choose appropriate text to read or to have read aloud
- ◆ Orient to books/orient book right side up
- ◆ Turn pages in a book or magazine
- ◆ Activate an electronic device to access text, communicate with others, or participate in an instructional activity
- ◆ Turn attention toward another person
- ◆ Grasp, manipulate, and release objects
- ◆ Organize instructional materials
- ◆ Take turns appropriately during classroom discussion
- ◆ Respond to/initiate contacts with others
- ◆ Apply rules for appropriate classroom behavior
- ◆ Use appropriate social greetings
- ◆ Follow simple directions
- ◆ Identify self and/or others
- ◆ Initiate or respond to request for joint attention

The student will:

- ◆ Demonstrate knowledge of historical events from this time period by using a timeline
- ◆ Identify “mass media” (e.g., radio, televisions, newspapers) and how it affected people’s lives during this time period
- ◆ Compare/contrast life with/without civil rights
- ◆ Identify presidents of the 1950s and 1960s and their contributions to America
- ◆ Identify the major leaders who were assassinated during this time period and tell why
- ◆ Locate on a map the various places/events involved in the civil rights movement

The student will:

- ◆ Examine how prosperity for many Americans changed their ways of daily life during the 1950s and 1960s
- ◆ Discuss implications of population growth
- ◆ Identify ways that African Americans and women sought to gain their civil rights during the 1950s and 1960s
- ◆ Using a variety of sources, recognize the significance of the 1954 *Brown v. Board of Education* decision to American society
- ◆ Describe the effects of President Kennedy’s assassination on the United States
- ◆ Explain why President Nixon resigned the presidency
- ◆ Using a variety of sources, examine and describe the contributions and roles of women in the 1960s
- ◆ Research how African Americans or women continued their efforts to gain civil rights by selecting one leader and examining his/her role in detail

The student will:

- ◆ Explore how the fear of communism affected the United States in the late 1940s and 1950s
- ◆ Describe the effects of population growth and prosperity on American life.
- ◆ Select a significant leader of the Civil Rights movement and examine his/her role
- ◆ Compare the methods and strategies used by African Americans and women to gain civil rights during the 1950s and 1960s
- ◆ Investigate the successes and failures of President Johnson’s Great Society programs and policies
- ◆ Examine the effects of United States involvement in the Vietnam War on the nation’s politics and culture
- ◆ Examine a significant court case from this time period and describe its impact on American life

Continue to address skills and concepts in this subject that approach grade-level expectations

Instructional Idea based on Learning Standards USII.23

In grades 8-12, students read and answer questions about the domestic policies of Presidents Truman and Eisenhower.

How all students can participate in this activity

Addressing Learning Standard(s) as written for this grade level	Possible Assessment Strategies and Portfolio Products
Abby reads and outlines text about the domestic policies of Presidents Truman and Eisenhower. She then answers questions about the text she has read, and discusses her answers in class. She summarizes what she has read in outline form.	<ul style="list-style-type: none"> • Data chart showing Abby's ability to demonstrate knowledge of the domestic policies of Truman and Eisenhower, including class work, quizzes, and homework assignments • Abby's work sample answering questions about related text • Abby's outline summarizing text she has read
Addressing Learning Standard(s) at lower levels of complexity (Entry Points)	Possible Assessment Strategies and Portfolio Products
Roland reads modified text with picture cues about the domestic policies of Presidents Truman and Eisenhower. He answers questions using picture cues and participates in small group discussion answering simplified questions.	<ul style="list-style-type: none"> • Data chart showing Roland's ability to answer questions on domestic policy • Roland's completed questionnaire • Video clip of Roland participating in small group discussion on domestic policy
Addressing Access Skills embedded in academic instruction	Possible Assessment Strategies and Portfolio Products
Keenan is working on attending to pictures in a book about Presidents Truman and Eisenhower that is read to him.	<ul style="list-style-type: none"> • Field data chart on Keenan's ability to attend to pages of a book • Line or bar graph summarizing field data chart • Video clip of Keenan attending to the pages of the book as it is read to him

CONTENT History and Social Science

TOPIC Reconstruction to the Present, 1877–2001

Learning Standards for: Contemporary America, 1980–2001

THEMES

- The development of scientific reasoning, technology, and formal education over time and their effects on people’s health, standards of living, economic growth, government, religious beliefs, communal life, and the environment
- The rise and continuing international influence of the United States

Grades 8–12: U. S. History II

Learning Standard as Written		Essence of Standard
USII.29	Analyze the presidency of Ronald Reagan. (H, E) A. tax rate cuts B. anticommunist foreign and defense policies C. Supreme Court appointments D. the revitalization of the conservative movement during Reagan’s tenure as President E. the replacement of striking air traffic controllers with non-union personnel	♦ Describe Ronald Reagan’s presidency, including his economic policies and anticommunist foreign policies
USII.30	Describe some of the major economic and social trends of the late 20th century. (H, E) A. the computer and technological revolution of the 1980s and 1990s B. scientific and medical discoveries C. major immigration and demographic changes such as the rise in Asian and Hispanic immigration (both legal and illegal) D. the weakening of the nuclear family and the rise in divorce rates	♦ Explain major economic, social, and technological trends, including immigration and the computer revolution
USII.31	Analyze the important domestic policies and events of the Clinton presidency. (H, E) A. the passage of the North American Free Trade Agreement (NAFTA) in 1993 B. President Clinton’s welfare reform legislation and expansion of the earned income tax credit C. the first balanced budget in more than 25 years D. the election in 1994 of the first Republican majority in both the House and Senate in 40 years E. tax credits for higher education F. the causes and consequences of the impeachment of President Clinton in 1998	♦ Describe Bill Clinton’s presidency, including his economic policies and his impeachment
USII.32	Explain the importance of the 2000 presidential election. (H, C) A. the Supreme Court case, <i>Bush v. Gore</i> B. the growing influence of the Republican Party in the South and the consolidation of the Democratic Party’s hold on the coasts	♦ Explain the significance of the 2000 presidential election

USII.33	Analyze the course and consequences of America's recent diplomatic initiatives. (H, C) <ul style="list-style-type: none"> A. the invasion of Panama and the Persian Gulf War B. American intervention in Somalia, Haiti, Bosnia-Herzegovina, and Kosovo C. the attempts to negotiate a settlement to the Israeli-Palestinian conflict D. America's response to the September 11, 2001, terrorist attack on the World Trade Center in New York City and on the Pentagon in Washington, D.C. 	<ul style="list-style-type: none"> ◆ Explain significant recent developments and events in United States domestic affairs and foreign policies
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Possible ENTRY POINTS to Learning Standard(s) (and ACCESS SKILLS embedded in standards-based activities)

Less Complex		More Complex	
<p>ACCESS SKILLS <u>The student will:</u></p> <ul style="list-style-type: none"> ◆ Activate communication device to ask survey questions about the 2000 Supreme Court case <i>Bush v. Gore</i>, or other relevant questions pertaining to the time period ◆ Sequence events by matching picture to picture on a timeline ◆ Match pictures of Presidents Reagan, Clinton, and Bush ◆ Demonstrate understanding of concepts of economy (e.g., payment for work, debt, and wealth) ◆ Respond to text being read aloud (i.e., remain alert, request more) ◆ Choose appropriate text to read or to have read aloud ◆ Grasp, manipulate, and release objects ◆ Take turns appropriately during classroom discussion ◆ Respond to/initiate contacts with others ◆ Apply rules for appropriate classroom behavior ◆ Follow simple directions ◆ Initiate or respond to request for joint attention 	<p>ENTRY POINTS <u>The student will:</u></p> <ul style="list-style-type: none"> ◆ Demonstrate knowledge of historical events from this time period by using a timeline ◆ Explore the origins of computers, why they are used, and how they affect daily life ◆ Locate Canada, the United States, and Mexico on a world map or globe and discuss the importance of trade among the three nations ◆ Describe the significance of the 2001 terrorist attacks on the United States ◆ Identify the places that were targeted in the September 2001 terrorist attacks and who is accused of ordering the attacks ◆ Identify presidents Reagan, Clinton, and Bush, including one accomplishment of each 	<p><u>The student will:</u></p> <ul style="list-style-type: none"> ◆ Investigate how President Reagan's foreign policies contributed to the end of the Cold War ◆ Explain why the United States, Canada, and Mexico signed the NAFTA in 1993 ◆ Explain the events leading to Clinton's impeachment ◆ Explain why the United States organized an international military force to fight the Persian Gulf War ◆ Examine the 2000 presidential election and the Supreme Court's role ◆ Describe the growth and use of computers in one or more facet(s) of daily life ◆ Explain the significance of the 2001 terrorist attacks on the United States 	<p><u>The student will:</u></p> <ul style="list-style-type: none"> ◆ Examine reasons why the election of Ronald Reagan to the presidency strengthened the conservative movement ◆ Investigate the role of Ronald Reagan's foreign policies in the collapse of the Soviet Union ◆ Explore differences in political beliefs between Republicans and Democrats during the 1980s and 1990s ◆ Explain the significance of the 1993 NAFTA ◆ Explain the significance of the Clinton presidency, with special attention to its domestic policies and Clinton's impeachment ◆ Explain the role of the Supreme Court in the 2000 presidential election ◆ Discuss the effects of the 2001 terrorist attacks on the United States, and subsequent changes in its domestic and foreign policies ◆ Select and describe an important scientific or technological development during this time period and its impact <p><i>Continue to address skills and concepts in this subject that approach grade-level expectations</i></p>