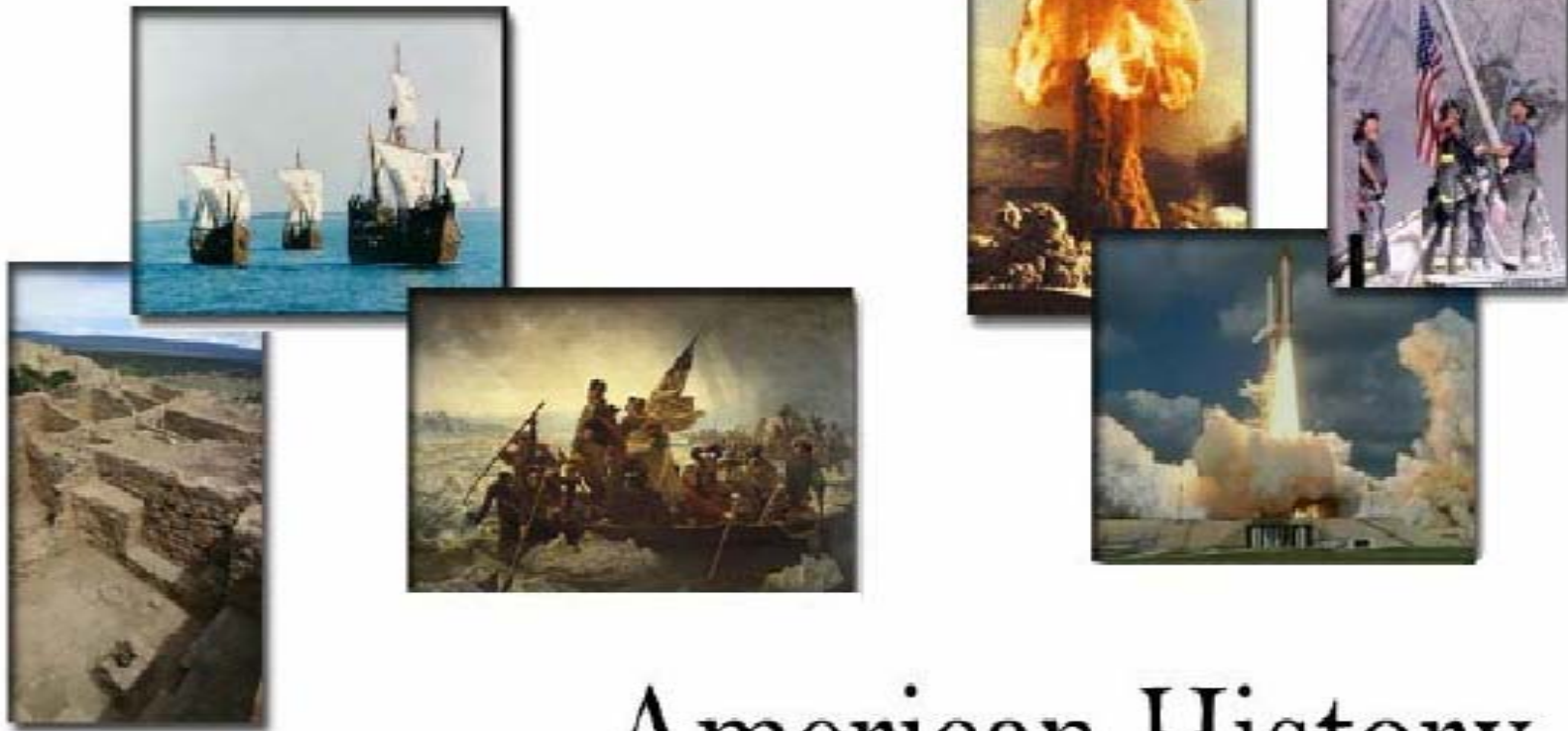


Duval County Public Schools

Social Studies Curriculum Guide



American History

**SOCIAL STUDIES LEARNING SCHEDULES EXPLANATION & KEY
2008-2009**

This curriculum has been reformatted to accomplish the following purposes:

- To refine the framework of **Understanding by Design™**, which is an instructional design developed by Grant Wiggins and Jay McTighe and adopted in the 2004-2005 school year across the district by the four academic subject areas.
- To further correlate Sunshine State Standards for Social Studies, with Sunshine State Standards for Language Arts in an effort to facilitate the inclusion of Content Area Reading Professional Development (CAR-PD) strategies for FCAT Level 2 readers and all readers.
- To place the curriculum in a week by week Learning Schedule to increase cohesiveness of practice across the district

The Three Stages of Understanding by Design™ and the Learning Schedule

	1. Identify desired results	2. Determine acceptable evidence	3. Plan engaging and effective instruction
Week 12 – Topic (Week 1 of 2)	<p>Social Studies Sunshine State Standards are content standards. They are statements of what students should know or understand in social studies.</p> <p>Related Sunshine State Standards are content standards. They are statements of what students should know or understand in related content areas such as science or language arts.</p>	<p>Essential Questions are the questions that direct students to the standards</p> <p>Vocabulary/Concepts are the basic terms and ideas that serve as the building blocks to construct understanding.</p> <p>Skills are the basic processes that serve as the tools to construct understanding</p> <p>Enduring Understandings are the content standards as constructed in the students' own mind and in their own words</p> <p>Required Performance Tasks/Assessments are mandated for all students. While these may be in various formats, they are to be meaningful, (related to standards) and authentic (related to the world beyond the classroom). Formats may include:</p> <ul style="list-style-type: none"> • Performance assessments • Short and extended response items • Traditional quizzes and tests, including FCAT-like items • Informal checks and observations <p>Recommended Additional Performance Tasks/Assessments are no different in format or purpose than required tasks/assessments but are provided as a further resource for teachers.</p> <p>Tasks/Assessments that are directly related to FCAT Reading and Writing skills appear in bold.</p>	<p>Textbook Resources</p> <ul style="list-style-type: none"> ➤ Listed here are highlights of textbook resources that are of particular use in increasing social studies achievement ➤ Reading strategies from the text, specifically those aligned with CAR-PD, will be listed here for easy reference. <p>Internet</p> <ul style="list-style-type: none"> ➤ Listed here are hyperlinks to many recommended websites with lots of information and resources. <p>History Alive!</p> <ul style="list-style-type: none"> ➤ For those teachers with training and access to History Alive! materials correlations with these interactive units are listed here. <p>Other Resources</p> <ul style="list-style-type: none"> ➤ Listed here are references to other easily accessed books, documentaries, etc. that relate to the topic.

Honors Course Credit - The Florida Department of Education expects that districts will establish guidelines for awarding advanced credit in a social studies course. Since 1998 the district's requirements for honors credit have been:

All students are responsible for the same Sunshine State Standards. However, students in advanced courses complete a more rigorous curriculum with instructional strategies that reflect the rigor and depth of the material. Advanced courses will include the following:

- Extended and complex writing components both timed and un-timed.
- Frequent analysis of primary sources.
- Extensive use of documents/data for writing prompts.
- Complex problem solving.
- Completion of a History Fair* project (all grade levels) and participation in the school's History Fair (optional for sixth grade students).

While participation in the school's History Fair is required for students in advanced social studies courses, all students should be encouraged to create a History Fair project!

Incorporating Reading Strategies

For the students to be successful in **FCAT reading**, the students need to learn strategies to use for reading informational text. Approximately 70% of the reading passages on the 10th grade FCAT test consist of informational text, and a large portion of that text is social studies content.

To assist you in the incorporation of these reading strategies in your class, suggested strategies are included in this curriculum. Moreover, the new textbook (Glencoe World History) and the kits that come with it include multiple ideas for incorporating reading strategies into your class. Some of them are highlighted below.

- In the teacher's edition, **Reading Strategies** boxes are included in each section of the text. These boxes can be found at the bottom of the page, and are highlighted with Reading Strategy in a green flag in the upper left-hand corner of the box.
- In the reading sections of the textbook, a **reading check question** is included after each section of reading so that students can check their understanding of the material.
- Each section of the textbook includes a **guide to reading**, including strategies that students can use to help understand the material.
- In the **Section Assessments**, there are reading strategies included.
- The kits include *Florida Reading Essentials and Study Guides*, *Guided Reading Activities* in the Unit Resources, *Reading in the Content Areas* by Jamestown Education, Timed *Readings Plus in Social Studies* by Jamestown Education, among others.
- In the Florida pages at the beginning of the Teacher's Edition

Incorporating Writing Strategies

Also included in the kit is a set of transparencies designed to assist you in helping your students improve their writing for **FCAT Writes**. It is a green book titled **Writing Process Transparencies**.

Your kit may also include a **Writer's Guidebook—Social Studies**.

Unit	Unit Name	Total Weeks
I	Native Americans	3
II	European Exploration	3
III	Colonial Period	3
IV	Revolutionary War	4
V	U.S. Government	3
VI	Career and Education Planning †	2
VII	The Presidency	3
VIII	Westward Expansion	3
IX	Social/Economic Change	4
X	The Civil War	4
XI	Reconstruction	3
XII	Industrialization	1
	Total	36

NOTE:

DCPS teachers follow this learning schedule to maintain uniformity across the district and ensure all students are provided the opportunity to meet Sunshine State Standards. The school calendar, testing schedule, or other considerations may necessitate reasonable adjustment of this learning schedule. The Florida Department of Education's description for this course can be downloaded from their website at www.fl DOE.org.

†Many of the 30 Career and Education Planning objectives have been included in the learning schedules for other units. However, approximately 2 weeks worth of objectives stand alone in this unit. 1 of these 2 weeks will be spent with students in computer labs completing CHOICES and creating an ePEP; the other objectives can be met in the classroom. Due to constraints scheduling computer labs at each school, CHOICES and ePEP will be completed during various times at each school. However, the CHOICES and ePEP must be completed prior to the beginning of the 3rd quarter to facilitate 9th grade scheduling at local high schools. The toolkit for these all objectives can be found at <http://www.fl DOE.org/workforce/ced/>.

		1. Identify desired results	2. Determine acceptable evidence	3. Plan engaging effective instruction
WEEKS 1 - 3 Native Americans / Skills	<p>Social Studies Standards: The student understands US History to 1880 by understanding:</p> <ul style="list-style-type: none"> ➤ the role of physical and cultural geography in shaping events in the United States. (SS.A.4.3.2) ➤ how the interactions of societies and cultures have influenced Florida's History. (SS.A.6.3.4) ➤ the patterns and processes of migration and diffusion throughout the world. (SS.B.2.3.1) ➤ how cultures differ in their use of similar environments and resources. (SS.B.2.3.3) ➤ how to use various map forms and other geographic representations to acquire, process and report information. (SS.B.1.3.1) ➤ The student knows significant historical leaders who shaped the development of early cultures (SS.A..2.3.5) ➤ the impact of geographical factors on the historical development of civilizations. (SS.A.2.3.4) ➤ the ways in which cultural characteristics have been transmitted from one society to another. (SS.A.3.3.1) <p>Related Standards: The student:</p> <ul style="list-style-type: none"> ➤ Selects and uses strategies to understand words and text to make and confirm inferences from what is read (L.A.A.1.4.2) ➤ Refines vocabulary for interpersonal, academic, and workplace situations (L.A.A.1.4.3) ➤ Writes text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety media (L.A.B.2.4.1) 	<p>Essential Questions</p> <ul style="list-style-type: none"> ➤ How has geography affected the way people live? ➤ How did geographic factors affect life for pre-Columbian Native American civilizations? ➤ How did pre-Columbian Native Americans adapt to life in Florida? ➤ What are important tools for historians, and how are they used? <p>Vocabulary/Concepts</p> <ul style="list-style-type: none"> ➤ migration ➤ domestication ➤ irrigation ➤ culture ➤ civilization ➤ archaeologists ➤ artifact ➤ technology ➤ Iroquois League ➤ Florida Indians (Timucuans/Calusa) ➤ Societies of West Africa <p>Skills</p> <ul style="list-style-type: none"> ➤ Reading for information/paraphrasing ➤ Research ➤ Organizing information/chart creation ➤ Presenting information/collage creation <p>Enduring Understandings</p> <ul style="list-style-type: none"> ➤ Humans have used various survival strategies and methods to adapt to different environments. ➤ Native American civilizations have contributed to modern U.S. society. ➤ Historians use a variety of tools to discover/ interpret information. 	<p>Required Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Common Assignment # 1: Create a chart listing the major Native American groups and how they adapted to their environment. Be sure to include the Timucuans and Calusa. Native American RAFT (See Appendix A for the details and rubric.) <p>Recommended Additional Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Using a world map, trace the possible migration route of Native Americans from Asia. Label all major landforms. Describe the route, and explain why early humans took it. ➤ Write a RAFT Essay: Role = A Native American, Audience = A Diary, Format = A diary entry, Topic = Describe a day in the life of a Native American from one of the major culture areas, before the arrival of Europeans. ➤ Real World Connection: Write a local Native American group for information about their culture and religion. Search the Internet or a newspaper database for information on a Native American culture area. Using this material, create a mosaic that represents these cultures and present / explain it to the class. ➤ Create a collage showing how Native Americans have influenced culture in the United States. ➤ Create a content-frame (CRISS strategy) chart describing the adaptations of the Native Americans from the 9 culture regions to their environment. In pairs, choose two of these groups, and use the content-frame chart to complete a PowerPoint that illustrates the unique adaptations of each Native American group. ➤ Technology-rich Assignment: Native American Website. Break into groups; assign each group a Native American Tribe. Groups are to search the Web for material, then create a web site. (You may use FrontPage for this.) The website should have pictures, quotes, music, vocal recordings, or other such media. The website should also contain a good amount of text (at least 1 or 2 paragraphs per item). The writing should describe the media, explain their relevance, and cite the source. <p style="text-align: center;">FCAT-related activities in bold</p>	<p>Creating America</p> <ul style="list-style-type: none"> ➤ Look in the Teacher's Edition, Page 23a – 23d for a listing of suggested activities, Integrated Technology, Assessment Options, and Differentiated Instruction. ➤ Reading strategies from the text • K-W-L – 3 • Categorizing information – 26 • Data retrieval chart – 28, 31, 48 • Comparison chart – 35, 43 • Cluster diagram – 37 • Venn diagram – 43 • Cause-effect chart – 53 <p>Internet</p> <ul style="list-style-type: none"> ➤ http://memory.loc.gov/learn/community/cc_nativeamerican.php Links to many Native American sites with a lot of information. <p>History Alive!</p> <ul style="list-style-type: none"> ➤ 3.1 The relationship between Native Americans and the land ➤ 3.2 In touch with the land: Envisioning Native American Cultures. ➤ 3.3 Students as Anthropologists: Identifying cultures by region <p>Other Resources</p> <ul style="list-style-type: none"> ➤ PBS Documentary "Way of the Warrior" tells stories of Native Americans have served in the U.S military over its history, and captures their enduring spirit and contributions. Visit http://www.pbs.org/wayofthewarrior/ for clips and resources.

	1. Identify desired results	2. Determine acceptable evidence	3. Plan engaging effective instruction
<p>WEEKS 4 - 5 European Exploration</p>	<p>Social Studies Standards: The student understands US History to 1880 by understanding:</p> <ul style="list-style-type: none"> ➤ the impact of significant people and ideas on the development of values and traditions. (SS.A.4.3.3) ➤ how the interactions of societies and cultures have influenced Florida's History. (SS.A.6.3.4) ➤ uses mental maps to organize information about people. (SS.B.1.3.2) ➤ the role of physical and cultural geography in shaping events in the United States. (SS.A.4.3.2) ➤ social, political, economic divisions on the Earth's surface. (SS.B.1.3.3) ➤ how to use mental maps to organize information about people, places and environments. (SS.B.1.3.2) <p>Related Standards: The student:</p> <ul style="list-style-type: none"> ➤ Selects and uses strategies to understand words and text to make and confirm inferences from what is read. (LA.A.1.4.2) ➤ Applies a variety of response strategies. (LA.A.1.4.4) ➤ Selects and uses appropriate study and research skills and tools. (LA.A.2.4.6) ➤ Synthesizes information from multiple sources to draw conclusions. (LA.A.2.4.8) ➤ Writes text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media. (LA.B.2.4.1) ➤ Organizes information using appropriate systems. (LA.B.2.4.2) <p>Essential Questions</p> <ul style="list-style-type: none"> ➤ Why did the Age of Exploration happen at this time, rather than earlier or later? ➤ Why are people interested in exploration? ➤ What were the positive and negative effects of European exploration? ➤ How did settlers adapt to the geography of the New World? <p>Vocabulary/Concepts</p> <ul style="list-style-type: none"> ➤ Crusades ➤ Trade rivalries in Europe ➤ Renaissance/Reformation ➤ Supply and demand ➤ Colombian exchange ➤ Feudalism ➤ Middle Ages ➤ Printing press ➤ Caravel ➤ Compass ➤ Astrolabe ➤ Mercantilism <p>Skills</p> <ul style="list-style-type: none"> ➤ Reading for information/paraphrasing ➤ Research/Writing ➤ Organizing information/chart creation ➤ Presenting information/creation <p>Enduring Understandings</p> <ul style="list-style-type: none"> ➤ The Age of Exploration grew out of social forces of the Renaissance. ➤ Innovation and invention enabled the Age of Exploration. ➤ Historical perspectives are open to interpretation. 	<p>Required Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ On a map of the world, trace the routes of Ponce De Leon, Magellan, Ribault, and Hudson. On the map, rank explorers by importance, and defend your choices. Using this map, choose an explorer and write an essay detailing his voyages. ➤ Construct a cause-effect flow chart that focuses on the factors that motivated global exploration. <p>Recommended Additional Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Construct a chart of period trade goods, where they originated, and write a brief explanation of why these goods were popular among Europeans. Write an essay summarizing the demand for trade goods and luxury items in Europe that led to exploration and increased trade. ➤ Create a picture dictionary that shows and explains the function of various inventions and innovations of the Renaissance. Emphasize the impact of these devices on exploration. ➤ Discuss Columbus's voyages. Divide the class into two parts, and have each prepare to debate whether or not Columbus was a villain or a hero. This takes the form of a persuasive paper. ➤ Technology Rich: Annotated Flow Chart. Using Word, PowerPoint, Publisher, or Inspiration, students will create a Flowchart that traces the forces that drove the Age of Exploration. Use a picture or symbol to represent each event, and add a paragraph for each item that explains the event and its impact. <p style="text-align: center;">FCAT-related activities in bold</p>	<p>Creating America</p> <ul style="list-style-type: none"> ➤ Look in the Teacher's Edition, Page 57a – 57d for a listing of suggested activities, Integrated Technology, Assessment Options, and Differentiated Instruction. ➤ Chapters 1 (section 5) and 2 ➤ Reading Strategies from the text: <ul style="list-style-type: none"> • Finding Main Idea -60, 80 • Annotated Time line -66 • 3-column chart – 70 • Data retrieval Chart - 70 • Cluster Diagram – 75 • Venn Diagram –79 • Word Stem chart -64 <p>Internet</p> <ul style="list-style-type: none"> ➤ http://www.cdli.ca/CITE/explorer.htm Links to many different sites on different European explorers. <p>Career/Ed Resources</p> <ul style="list-style-type: none"> ➤ http://www.fldoe.org/workforce/ced/pdf/supply-and-demand.pdf (Supply and Demand)

<p>Career/ED Planning</p> <ul style="list-style-type: none">➤ 1.0 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.➤ 2.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.➤ 3.0 Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.			
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	1. Identify desired results	2. Determine acceptable evidence	3. Plan engaging effective instruction
<p>WEEK 6-9 Colonial Period</p>	<p>Social Studies Standards: The student understands US History to 1880 by understanding:</p> <ul style="list-style-type: none"> ➤ the impact of significant people and ideas on the development of values and traditions. (SS.A.4.3.3) ➤ how the interactions of societies and cultures have influenced Florida's History. (SS.A.6.3.4) ➤ uses mental maps to organize information about people. (SS.B.1.3.2) ➤ the role of physical and cultural geography in shaping events in the United States. (SS.A.4.3.2) ➤ social, political, economic divisions on the Earth's surface. (SS.B.1.3.3) ➤ how to use mental maps to organize information about people, places and environments. (SS.B.1.3.2) <p>Related Standards: The student:</p> <ul style="list-style-type: none"> ➤ Selects and uses strategies to understand words and text to make and confirm inferences from what is read. (LA.A.1.4.2) ➤ Refines vocabulary for interpersonal, academic, and workplace situations. (LA.A.1.4.3) ➤ Determines the main idea and identifies relevant details. (LA.A.2.4.1) ➤ Writes text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media. (LA.B.2.4.1) ➤ Uses details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain. (LA.C.3.4.3) <p>Essential Questions</p> <ul style="list-style-type: none"> ➤ How did the relationships between different social and cultural groups affect colonial development? ➤ How did sectionalism evolve in the colonies? ➤ How have the interactions of various cultures influenced Florida's History? ➤ How did slavery reshape life in the Americas? <p>Vocabulary/Concepts</p> <ul style="list-style-type: none"> ➤ Motivation for settlement ➤ Missions ➤ Magna Carta/Mayflower Compact ➤ Spanish and French in Florida ➤ St. Augustine /Jamestown/Plymouth ➤ Great Migration ➤ House of Burgesses ➤ Joint Stock Company ➤ Apprenticeship/Indentured Servitude ➤ Slavery/Middle Passage ➤ Diversity ➤ Tolerance ➤ Cash Crop ➤ Thirteen Colonies <p>Skills</p> <ul style="list-style-type: none"> ➤ Organizing Information/Webbing ➤ Writing/Compare/Contrast <p>Enduring Understandings</p> <ul style="list-style-type: none"> ➤ European settlers had to adapt to new environments. ➤ Many groups and beliefs were represented in the colonization of North America. 	<p>Required Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Write a RAFT: Role = A settler in Jamestown, Audience = His / Her parents, Format = A letter, Topic = Write a letter home, telling your folks how things are going in the colony both BEFORE John Smith and AFTER John Smith. ➤ Common Assignment # 2: Colonial Travel Brochure (See Appendix A for the details) <p>Recommended Additional Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Create a web showing the three types of Spanish settlements, and the caste system used in the Spanish borderland. ➤ Create a Venn diagram comparing the settlements of St. Augustine to Jamestown. ➤ Write a short expository essay discussing the importance of tobacco and/or Native American assistance to the survival of Jamestown. ➤ Create an annotated time line that shows each original colony, founding date, economic activities, and other pertinent information. ➤ Using this information, construct a 3-part Venn diagram comparing and contrasting the New England, Middle, and Southern colonies. ➤ Create a free form map that uses no letters or numbers, but still describes one of the original 13 colonies. Present and explain the map to the class, and award points for the person/team that created the poster if students guess the colony. ➤ Technology Rich Assignment A: Colonial Newspaper simulation Teacher researches historical events that settlers dealt with during the early years at Jamestown, Plymouth, and St. Augustine. Form student groups and have them set up their colonies by selecting the type of colonists, selecting a site, and then mapping out the actual colony. Distribute problems and allow students to solve them. Students record the situation and their solution for later use. Compare the solution the students created to the historical solution. When done, have students use Publisher or Word to create a newspaper that describes each of these events with illustrations. This newspaper should be written as if the student was there. ➤ Technology Rich Assignment B: Colonial growth spreadsheet. Research population information for Jamestown and St. Augustine. Using Excel, create a spreadsheet that compares this data. Then create a graph that best represents this data. Insert a comment that explains any differences. <p style="text-align: center;">FCAT-related activities in bold</p>	<p>Creating America</p> <ul style="list-style-type: none"> ➤ Look in the Teacher's Edition, pages 81a – 81d, 105a – 105d and 131a -131d for a listing of suggested activities, Integrated Technology, Assessment Options, and Differentiated Instruction. ➤ Chapters 3, 4, & 5(section 1 & 2) ➤ Reading Strategies from the text: <ul style="list-style-type: none"> • Sequencing events– 84, 89,104 • Concept Web – 87, 97, 116, • Data Retrieval Chart – 88, 103, 113, • Venn Diagram-94 • Analyzing Cause and Effect – 108 • Finding Main Ideas -134 <p>Internet</p> <ul style="list-style-type: none"> ➤ www.thirteen.org/edonline/ntti/resources/lessons/h_economy/index.html Lesson plans on about the Middle Passage and Triangular trade ➤ http://www.americancenturies.mass.edu/ Information and digital pictures from New England. ➤ http://docsouth.unc.edu/ Information on the Southern colonies. ➤ http://memory.loc.gov/ammem/ndlpedu/feature/timeline/colonial/colonial.html Information on all the colonies. Primary sources, etc. <p>History Alive!</p> <ul style="list-style-type: none"> ➤ 4.1 Examining colonial adaptations to the land ➤ 4.2 Comparing Native American and Colonial land adaptations. <ul style="list-style-type: none"> • Introduction to Colonial society • Understanding the differing colonial societies ➤ 2.3 Imagining the horrors of Enslavement ➤ 2.4 Mini-Dramas- Africans resist & adapt to enslavement <p>Career/Ed Resources</p> <ul style="list-style-type: none"> ➤ http://www.fldoe.org/workforce/ced/pdf/employ-yourself.pdf (Employ Yourself – Be an Entrepreneur) ➤ http://www.fldoe.org/workforce/ced/pdf/local-business-contribute.pdf (Local Businesses and Their Contribution to the Community)

	<p>Career/ED Planning</p> <ul style="list-style-type: none">➤ 2.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.➤ 3.0 Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.			
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	1. Identify desired results	2. Determine acceptable evidence	3. Plan engaging effective instruction
<p>WEEK 10-13 Revolutionary War</p>	<p>Social Studies Standards: The student understands US History to 1880 by understanding:</p> <ul style="list-style-type: none"> ➤ how patterns, chronology, sequencing, are influenced by frames of reference. (SS.A.1.3.1) ➤ the impact of significant people and ideas on the development of values and traditions in the US prior to 1880. (SS.A.4.3.3) ➤ how to use mental maps to organize information. (SS.B.1.3.2) ➤ how government taxes, policies and programs affect individuals, groups and regions. (SS.D.2.4.3) <p>Related Standards: The student:</p> <ul style="list-style-type: none"> ➤ selects and uses strategies to understand words and text to make and confirm inferences from what is read. (LA.A.1.4.2) ➤ determines the main idea and identifies relevant details. (LA.A.2.4.1) ➤ selects and uses appropriate study and research skills and tools. (LA.A.2.4.6) ➤ synthesizes information from multiple sources to draw conclusions. (LA.A.2.4.8) ➤ writes text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media. (LA.B.2.4.1) ➤ organizes information using appropriate systems. (LA.B.2.4.2) ➤ uses details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain. (LA.C.3.4.3) <p>Essential Questions</p> <ul style="list-style-type: none"> ➤ What causes average citizens to rebel? ➤ What are different forms of protest? ➤ How did the colonists use propaganda to fuel Public opinion for or against independence? ➤ What role did leadership, commitment, and luck play in the American victory over the British? ➤ How did the major documents of the independence movement advance the beliefs and traditions of democracy? ➤ Was American independence inevitable? <p>Vocabulary/Concepts</p> <ul style="list-style-type: none"> ➤ French and Indian War ➤ Taxation issues ➤ Sons and Daughters of Liberty ➤ Stamp Act/Quartering Act/Townshend Acts ➤ Boston Massacre/Tea Act/Boston Tea Party ➤ Intolerable Acts ➤ Revolutionary War figures ➤ Military Campaigns <p>Skills</p> <ul style="list-style-type: none"> ➤ Mapping/cause & effect chart ➤ Reading comprehension ➤ Debate/research <p>Enduring Understandings</p> <ul style="list-style-type: none"> ➤ Economics and political factors in colonial America contributed to the struggle for independence. ➤ The importance of protest and its impact on economic and political situations. ➤ Groups and individuals contributed to colonial independence. 	<p>Required Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Create a colonial militia recruitment poster using the ideas from the Declaration of Independence. ➤ Create a road to the Revolution poster. Pick 10 steps that led to the Revolution and illustrate. <p>Recommended Additional Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Create an annotated map of North America and place/label the following: The 13 colonies, New Spain, New France, and the Ohio River Valley, river systems, and forts. For each item located, provide the following information: founder, date founded, and reason founded. ➤ Create a graphic organizer showing groups involved in the French and Indian war, along with important historical figures. Choose the most important person or group, and defend your choice in a persuasive essay. ➤ Create a flow chart or cause/effect chart that details how tensions increased between Great Britain and the colonies starting with the French and Indian war and ending with the Revolutionary War. ➤ Write a RAFT: Role = colonist, Audience = editor, Format = letter, Topic = either support or deny England's right to tax the colonies after the French an Indian war. ➤ Create a Venn diagram comparing Common Sense and the Crisis. ➤ Create a content-frame chart that shows the strengths and weaknesses of the Colonies and Great Britain. Using this chart, write a persuasive essay explaining which side should win, and why. ➤ Write A RAFT: Role = Colonial or English soldier, Audience = A parent or relative, Format = A letter home, Topic = Write a letter describing your experiences during a major battle or the winter at Valley Forge. Describe why the event was important. ➤ Read <u>My Brother Sam is Dead</u> or another Revolutionary War novel. Write a reader's response to the novel. ➤ Write an obituary for an important figure of the American Revolution. Focus on their actions during the revolution. Create a tombstone and epitaph as well. ➤ Debate: Divide the class into Loyalists and Patriots. Allow them time to research the arguments on their side of the issue of colonial independence. Have them create propaganda 	<p>Creating America</p> <ul style="list-style-type: none"> ➤ Look in the Teacher's Edition, Page 131a-131d for a listing of suggested activities, Integrated Technology, Assessment Options, and Differentiated Instruction. ➤ Also pages 155a-155d and 189a – 189d in the Teacher's Edition ➤ Chapters 5(section 3), 6-7 ➤ Reading Strategies from the text: • Sequencing Events -158, 173, 186, 192, 196 • Summary Chart -160,199 • Cluster Diagram - 162 • Annotated Timeline -167 • Data retrieval Chart - 181,184 • Cause effect chart - 205 <p>Internet</p> <ul style="list-style-type: none"> ➤ www.historyplace.com/unitedstates/revolution Many informative links. ➤ http://www.pbs.org/ktca/liberty/index.html A great site! Interactive games, lots of high interest information. <p>History Alive!</p> <ul style="list-style-type: none"> ➤ 3.1 From comfort to discontent ➤ 3.2 Taxation without representation: A classroom parallel. ➤ 3.3 Understanding Colonial Unrest. ➤ 3.4 Perspectives on Rebellion. ➤ 4.1 Making sense of Common Sense. ➤ 4.2 A town meeting – To declare war or not. ➤ 4.4 Analyzing the Declaration of Independence. ➤ 4.5 Visions of the Revolution: The war through art.

		<ul style="list-style-type: none"> ➤ The American Revolution was composed of several different stages, only one of which was the war. 	<p>(signs/ posters) that is designed to change public opinion.</p> <ul style="list-style-type: none"> ➤ Create an annotated map of the colonies. Locate the major battles of the revolution, and describe their outcome and importance. ➤ Create a character map showing an example of Revolutionary War participation for each minority group. Be sure to provide a specific person or group as an example. Present the map to the class, explaining the imagery. ➤ Technology Rich Assignment: Revolutionary War Web Tour. In groups (or for homework) students are to use www.go.com, or some other search engine, and find websites that show or describe the various battle sites of the revolutionary war. Examine several sites for each battle, and choose the best one. Write a brief justification for each choice. ➤ Technology Rich Assignment: Using PowerPoint or Word, create a slideshow or document that acts as a framework and showcase for the websites you chose. Present the websites to the class, acting as a tour guide, and explaining the reasons you chose each site. <p style="text-align: center;">FCAT-related activities in bold</p>	
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	1. Identify desired results	2. Determine acceptable evidence	3. Plan engaging effective instruction
<p>WEEK 14 - 16 U.S. Government</p>	<p>Social Studies Standards: The student understands US History to 1880 by understanding:</p> <ul style="list-style-type: none"> ➤ the relative value of primary and secondary sources and uses this information to draw conclusions from historical sources. (SS.A.1.3.2) ➤ major ideas about why government is necessary and the purposes government should serve. (SS.C.1.3.2) ➤ how the legislative, executive, and judicial branches share power and responsibilities. (SS.C.1.3.3) ➤ the major parts of the federal system including the national government, state governments, and other government units. (SS.C.1.3.4) ➤ the major responsibilities of his or her state and local government, and understands the organization of his or her state and local government. (SS.C.1.3.5) ➤ the importance of the Rule of Law in establishing limits on those who govern and the governed. (SS.C.1.3.6) <p>Related Standards: The student:</p> <ul style="list-style-type: none"> ➤ selects and uses strategies to understand words and text to make and confirm inferences from what is read. (LA.A.1.4.2) ➤ applies a variety of response strategies. (LA.A.1.4.4) ➤ analyzes the validity and reliability of primary source information and uses the information appropriately. (LA.A.2.4.7) ➤ synthesizes information from multiple sources to draw conclusions. (LA.A.2.4.8) ➤ selects and uses appropriate prewriting strategies. (LA.B.1.4.1) ➤ organizes information using appropriate systems. (LA.B.2.4.2) ➤ uses details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain. (LA.C.3.4.3) <p>Essential Questions</p> <ul style="list-style-type: none"> ➤ What is the necessity of government? ➤ Why was the Constitution not applied to everyone equally? ➤ Why is it necessary to protect the rights of the minority when we have majority rule? ➤ How is the Constitution a mirror of society? ➤ How is the government involved in the every day life of the average person? ➤ How much power should the President have? <p>Vocabulary/Concepts</p> <ul style="list-style-type: none"> ➤ Articles of Confederation/Constitution ➤ Shay's Rebellion/Northwest Ordinance ➤ Federalism ➤ Compromises ➤ Three Branches of Government ➤ Separation of Powers/Checks and Balances ➤ Amendment Process <p>Skills</p> <ul style="list-style-type: none"> ➤ Writing/Graphing/Reading for information ➤ Charting <p>Enduring Understandings</p> <ul style="list-style-type: none"> ➤ Government should be of, by and for the people. ➤ The Constitution is a living, changing document, with clearly defined goals. ➤ The system of checks and balances regulates the power of the branches. 	<p>Required Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Real World Connection: Create a collage of newspaper / magazine articles showcasing one of the first 10 amendments. Describe how each article applies to the amendment in a paragraph. Using this collage, explain why it was or was not important to include in the Bill of Rights, and your personal feelings about the amendments. ➤ Create a concept map comparing the three branches of government. In the area between the branches, place the checks that each branch has on the others. <p>Recommended Additional Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Technology Rich Assignment: Create an annotated time line showing 5 factors that led to the Constitutional Convention. Write a one sentence summary for each factor. ➤ Create a chart showing the major disagreements of the convention and compromises achieved. When finished, explain the importance of compromise in writing. ➤ Create a chart or PowerPoint that shows the division of powers between the national, state, and local government. ➤ Simulate the process by which an amendment is added to the Constitution. Create an amendment based on a local or current issue. The class simulates the House and Senate. Involve debate and discussion. ➤ Create a "Student's Bill of Rights". Break into groups of 4. Each group will propose two rights that they think should be guaranteed for teens. Students then present both to the class. The class then decides which should be included and the Student's Bill of Rights is written. This should be followed with a discussion that compares the student Bill of Rights to the Bill of Rights in the Constitution ➤ In pairs, create a scrapbook that illustrates modern-day examples of the following: <ul style="list-style-type: none"> • Federalism • Separation of Powers • Checks and balances • Bill of Rights and 5 additional amendments. • These items may be, but are not limited to: newspaper or magazine articles, editorials, letters to the editor, cartoons, or illustrations. Each item must be accompanied by a two-paragraph explanation. The first paragraph 	<p>Creating America</p> <ul style="list-style-type: none"> ➤ Look in the Teacher's Edition, pages 217a-217d and 241a – 241d for a listing of suggested activities, Integrated Technology, Assessment Options, and Differentiated Instruction. ➤ Chapters 8,reference pages 898-917 ➤ Reading Strategies from the text: <ul style="list-style-type: none"> • Solving Problems-220 • Venn – 230,237 • Comparison web-238 • Analyzing Points of View -222, 231 • Categorizing – 222 • Web -225 • Data Retrieval – 233, 278, 279 <p>Internet</p> <ul style="list-style-type: none"> ➤ www.constitutioncenter.org/constitution/ Interactive Constitution with MANY resources and activities. <p>History Alive!</p> <ul style="list-style-type: none"> ➤ 1.1 Can people be trusted to govern? ➤ 1.2 Experiencing the Weaknesses of the Articles of Confederation. ➤ 1.3 Analyzing the features of the Articles of Confederation. ➤ 2.1 Convening the Constitutional convention. ➤ 2.2 Compromises of the Constitution ➤ 2.3 Constitution Card Sort ➤ 2.4 Maintaining the balance of power. ➤ 3.1 & 3.2 Parent's and Student's Bill of Rights ➤ 3.3 Understanding the Bill of Rights. ➤ 5.1 Judging Court Cases ➤ 5.3 Understanding the Legislative process.

			<p>should contain a summary or explanation of the item. The second paragraph should explain how that item applies to each principle of government.</p> <ul style="list-style-type: none">➤ Technology Rich Assignment: Constitution Time line. From the Articles of Confederation to the 15th Amendment, create a time line (using Word, PowerPoint, or Inspiration) that lists and describes important events in the history of the Constitution. Each event should be illustrated and described. <p>FCAT-related activities in bold</p>	
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Week 17 - 18 Career and Education Planning</p>	1. Identify desired results	2. Determine Acceptable Evidence	3. Plan engaging effective instruction
	<p>Career/Ed Planning 5.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters. 6.0 Identify five values that they consider important in making a career choice. 7.0 Identify skills needed for career choices and match to personal abilities and interests. 8.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process. 9.0 Identify strengths and areas in which assistance is needed at school. 10.0 Apply results of all assessments to personal abilities in order to make realistic career choices. 11.0 Demonstrate the ability to locate, understand, and use career information. 12.0 Use the Internet to access career and education planning information. 13.0 Identify skills that are transferable from one occupation to another. 14.0 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/ training requirements. 21.0 Identify secondary and postsecondary school courses and major area of interests that meet tentative career plans. 22.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals. 23.0 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.</p>	<p>Essential Questions</p> <ul style="list-style-type: none"> ➤ What are my interests, values, and aptitudes in regards to future careers? ➤ How do I research future careers? ➤ How do I plan an education to achieve my career goals? <p>Vocabulary/Concepts</p> <ul style="list-style-type: none"> ➤ Interests ➤ Values ➤ Aptitudes ➤ Career cluster ➤ Employment Outlook ➤ Secondary School ➤ Post-Secondary School ➤ Financial Aid ➤ Discrimination ➤ Extracurricular Programs ➤ Diploma ➤ GED ➤ Credits ➤ GPA <p>Skills</p> <ul style="list-style-type: none"> ➤ Writing, Research ➤ Display design and construction ➤ Time line ➤ Role playing <p>Enduring Understandings</p> <ul style="list-style-type: none"> ➤ Career choices should be based on interests, values, and aptitudes. ➤ It is important to plan for an education that leads to desired career choices. ➤ Self-advocacy and self-determination are key to successful career and education planning. 	<p>Required Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Complete an interest inventory and career research exploration using CHOICES www.flchoices.org or a comparable cost-effective program resulting in a personalized career plan. ➤ Complete educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website www.FACTS.org resulting in the completion of an electronic personal education plan (ePEP) <p>Recommended Additional Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Write a RAFT: Role = A job seeker, Audience = A prospective employer, Format = An letter, Topic = Request an interview for the students' chosen career describing how it is a good match for your interests, values, and aptitudes, and how you have completed the education plan to qualify for the position. <p style="text-align: center;">FCAT-related activities in bold</p>

<p>24.0 Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.</p> <p>25.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.</p> <p>26.0 Describe how extracurricular programs can be incorporated in career and education planning.</p> <p>27.0 Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.</p> <p>28.0 Describe high school credits and explain how GPAs are calculated.</p> <p>29.0 Demonstrate skills to complete a job application.</p> <p>30.0 Demonstrate skills essential for a job interview.</p>			
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	1. Identify desired results	2. Determine acceptable evidence	3. Plan engaging effective instruction
<p>WEEK 19-21 The Presidency</p>	<p>Social Studies Standards: The student understands US History to 1880 by understanding:</p> <ul style="list-style-type: none"> ➤ the impact of significant people and ideas (SS.A.4.3.3) ➤ major ideas about why government is necessary and the purposes government should serve. (SS.C.1.3.2) ➤ understands how the legislative, executive, and judicial branches share power and responsibilities. (SS.C.1.3.3) ➤ the major parts of the federal system including the national government, state governments, and other government units. (SS.C.1.3.4) ➤ the major responsibilities of his or her state and local government, and understands the organization of his or her state and local government. (SS.C.1.3.5) ➤ the importance of the Rule of Law in establishing limits on those who govern and the governed. (SS.C.1.3.6) <p>Related Standards: The student:</p> <ul style="list-style-type: none"> ➤ selects and uses strategies to understand words and text to make and confirm inferences from what is read (LA.A.1.4.2) ➤ determines the main idea and identifies relevant details (LA.A.2.4.1) ➤ writes text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media ((LA.B.2.4.1) <p>Career/Ed Planning</p> <ul style="list-style-type: none"> ➤ 17.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace. 	<p>Essential Questions</p> <ul style="list-style-type: none"> ➤ How has the office of president changed over time? ➤ What needs do political parties fulfill? ➤ How do they respond to local, state, and national issues? <p>Vocabulary/Concepts</p> <ul style="list-style-type: none"> ➤ Shay's Rebellion ➤ Whiskey Rebellion precedent ➤ Neutrality ➤ Formation of Political Parties ➤ French Revolution ➤ XYZ affair ➤ War of 1812 ➤ Louisiana Purchase ➤ Lewis & Clark impressions ➤ War hawks ➤ Alien/Seduction Act <p>Skills</p> <ul style="list-style-type: none"> ➤ Information organization ➤ Historical analysis ➤ Reading/writing/analysis ➤ Webbing ➤ Opinion/proof chart ➤ Cause & effect <p>Enduring Understandings</p> <ul style="list-style-type: none"> ➤ The Presidency was defined by the first individuals who held the office. ➤ The actions of the first four presidents helped shape the U.S. as a nation. ➤ People use political parties to respond to needs and desires on local, state, and national levels. 	<p>Required Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Create a campaign poster for one of the first 5 presidents. Include the candidate's qualifications, campaign slogans, and colorful visuals representing his political platform. ➤ Create an advertisement for Philadelphia, New York, Washington DC, or Jacksonville. Focus on the desirability of each as a capital of the United States Government <p>Recommended Additional Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Create a Venn diagram comparing Shay's rebellion and the Whiskey rebellion. Students brainstorm possible non-military solutions to both rebellions, and then write out their plan. ➤ Write a RAFT: Role = Either a New England merchant or a Southern Farmer, Audience = Readers of a local paper, Format = An Editorial, Topic = Explain the economic consequences of the Embargo Act to you and your region. ➤ Have students generate a chart with the following people and their significant contributions to US History <ul style="list-style-type: none"> • George Washington • Alexander Hamilton • John Adams • Thomas Jefferson • James Madison • Benjamin Banneker • Abigail Adams • Dolly Madison ➤ Technology Rich Assignment: Constitution Timeline from the Articles of Confederation to the 15th Amendment, create a time line (using Word, PowerPoint, or Inspiration) that lists and describes important events in the history of the Constitution. Each event should be illustrated and described. <p style="text-align: center;">FCAT-related activities in bold</p> <p>Creating America</p> <ul style="list-style-type: none"> ➤ Look in the Teacher's Edition, Page 289a – 289d for a listing of suggested activities, Integrated Technology, Assessment Options, and Differentiated Instruction. For the second portion, please see ➤ pages 309a-309d ➤ Chapter 9, 10, 11 (section 3) ➤ Reading Strategies from the text: <ul style="list-style-type: none"> • Identifying and Solving Problems – 292, 308 • Web -302, 307 • Summarizing – 312 • Data Retrieval chart - 317, 318, 333 • Problem solving - 319 • Sequencing Events – 320 • Cause/effect 323, 329 • Opinion/proof chart-325 • Cause and Effect – 340, 360 • Flash Cards – 342 • Data Retrieval Chart - 345, 353 • Web Diagram – 359 <p>Internet</p> <ul style="list-style-type: none"> ➤ www.school.discovery.com/lessonplans/programs/lewisclark/ Lesson for teaching the Lewis and Clark expedition ➤ www.americanhistory.si.edu/presidency/home.html Very interactive, colorful, searchable website. <p>History Alive!</p> <ul style="list-style-type: none"> ➤ 1.1 Can people be trusted to govern? ➤ 1.2 Experiencing the Weaknesses of the Articles of Confederation. ➤ 1.3 Analyzing the features of the Articles of Confederation. ➤ 2.1 Convening the Constitutional convention. ➤ 2.2 Compromises of the Constitution ➤ 2.3 Constitution Card Sort ➤ 2.4 Maintaining the balance of power. ➤ 3.1 & 3.2 Parent's and Student's Bill of Rights ➤ 3.3 Understanding the Bill of Rights. ➤ 5.1 Judging Court Cases ➤ 5.3 Understanding the Legislative process. <p>Career/Ed Resources</p> <ul style="list-style-type: none"> ➤ http://www.fldoe.org/workforce/ced/pdf/short-long-term-goal-setting.pdf (Short and Long Term Goal Setting)

	1. Identify desired results	2. Determine acceptable evidence	3. Plan engaging effective instruction
<p>Weeks 22 - 24 Western Expansion</p>	<p>Social Studies Standards: The student understands US History to 1880 by understanding:</p> <ul style="list-style-type: none"> ➤ how state and federal policy influenced the various Native American tribes. (SS.A.4.3.4) ➤ the impact of significant people and ideas. (SS.A.4.3.3) ➤ how the interactions of societies and cultures have influenced Florida's History. (SS.A.6.3.4) ➤ the factors involved in the development of cities and Industries. (SS.A.4.3.1) ➤ the role of physical and cultural geography in shaping events in the United States. (SS.A.5.3.1) ➤ how to use various map forms and other geographic representation to show information. (SS.B.1.3.1) <p>Related Standards: The student:</p> <ul style="list-style-type: none"> ➤ LA.A.1.4.2—Selects and uses strategies to understand words and text to make and confirm inferences from what is read ➤ LA.A.1.4.3—Refines vocabulary for interpersonal, academic, and workplace situations ➤ LA.A.1.4.4—Applies a variety of response strategies ➤ LA.A.2.4.6—Selects and uses appropriate study and research skills and tools ➤ LA.A.2.4.8—Synthesizes information from multiple sources to draw conclusions <p>Career/Ed Planning</p> <ul style="list-style-type: none"> ➤ 20.0 Explain the relationship between educational achievement and career success. 	<p>Essential Questions</p> <ul style="list-style-type: none"> ➤ How was Jacksonian democracy a step towards the idea that the average person can participate in government? ➤ What was the effect of westward expansion on Native Americans? ➤ How did the Westward Expansion affect development in the United States and on the frontier? <p>Vocabulary/Concepts</p> <ul style="list-style-type: none"> ➤ Common man ➤ Spoils system ➤ Jacksonian democracy ➤ Trail of Tears ➤ Indian Removal Act ➤ Chief Osceola ➤ States' rights ➤ Mountain men ➤ Santa Fe Trail / Oregon Trail ➤ Mormons ➤ Lone Star Republic ➤ Battle of the Alamo ➤ Manifest Destiny ➤ California Gold Rush <p>Skills</p> <ul style="list-style-type: none"> ➤ Chart creation and reading ➤ Role playing ➤ Writing ➤ Categorization ➤ Character Mapping <p>Enduring Understandings</p> <ul style="list-style-type: none"> ➤ The Jackson administration furthered the ideals of democracy. ➤ The idea of Manifest Destiny led to westward expansion. ➤ Large groups of people were treated unfairly during the Westward Expansion. 	<p>Required Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Create a T-chart that compares Andrew Jackson to George Washington. Write a brief comparison/contrast paragraph that describes the similarities and differences. ➤ Create a map of the United States. Using this map, note the territories acquired, how they were acquired, which nation owned the territory previously, and the reason for the acquisition. <p>Recommended Additional Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Create a political poster that supports or denounces the spoils system. Provide support for your argument. ➤ Create a flow chart that shows the actions taken by Spain and the United States that led to the Adams-Onis treaty. Provide an explanation for each action. ➤ Create a 3-part Venn diagram comparing the three Seminole wars. Use the Venn to create a storyboard (or PowerPoint) that shows the causes and aftermath of each. ➤ Create an annotated timeline detailing the key events that led to the Indian Removal Act, and explain each. ➤ Write a RAFT: Role = A Native American Child, Audience = A newspaper Reporter, Format = An Interview, Topic: As a Seminole or Cherokee Indian, describe the hardships that happened because of the Indian Removal Act. ➤ Using two-column notepaper, describe the three geographical factors that acted as barriers to westward expansion and how these barriers were overcome. ➤ Create a character map of the Mormons, Mountain men, Forty-niners, and Oregon Trail pioneers. Create written "snapshots" (1 paragraph) of life for these groups that emphasize their different lifestyles. ➤ Research the role of women and minorities in settlement of the Western territories. Write an expository essay describing how the role of women and minorities was different from their counterparts in the east. ➤ Create a media presentation that has one of the following formats: <ul style="list-style-type: none"> • A traveler's journal. A traveler to California maintains a journal of his experiences and motivations. • An advertisement for a town. A town west of the Mississippi (imaginary or real) is seeking immigrants and new settlers. This ad is meant to inspire people to settle in their town. • A Mexican publication, asking for California and Texas back. This should focus on why Mexico
			<p>3. Plan engaging effective instruction</p> <p>Creating America</p> <ul style="list-style-type: none"> ➤ Look in the Teacher's Edition, Page 365a-365d for a listing of suggested activities, Integrated Technology, Assessment Options, and Differentiated Instruction. Also see pages 389a – 389d. ➤ Chapters 12 & 13 ➤ Reading strategies from the text <ul style="list-style-type: none"> • Finding Main Idea-368,388 • Data retrieval Chart -373,378,383,387,417 • Categorizing Information – 392 • Sequencing Events – 402,405 • Annotated time line – 411 • Cause-effect chart -416 <p>Internet</p> <ul style="list-style-type: none"> ➤ www.teach-nology.com/themes/social/westward/ Site has resource materials, hands on activities, links, and web quests ➤ www.proteacher.com/090023.shtml Links to lesson plan sites ➤ http://edsitement.neh/view_lesson_plan.asp Really good lesson about sod houses and comparison and contrasting the homes westward pioneers and homes today ➤ www.smithsonianeducation.org/educators/lesson_plans/borders/start.html Lesson plan and sources <p>History Alive!</p> <ul style="list-style-type: none"> ➤ 1.1 America discovers Manifest Destiny ➤ 1.3 Political development in expanding nations ➤ 2.1 Heritage of the Southwest ➤ 2.2 Conflict in the Southwest ➤ 3.3 Mini-Dramas – Life in the West ➤ 4.1 Manifest Destiny from a Native American Perspective ➤ 4.2 Cultures in Conflict ➤ 4.3 The Nez Perce Interpreting History through Music <p>Career/Ed Resources</p> <ul style="list-style-type: none"> ➤ http://www.fldoe.org/workforce/ced/pdf/teamwork.pdf (Teamwork)

			<p>would want California and Texas returned to them, based on legal grounds.</p> <ul style="list-style-type: none"> • A handbill. Create a handbill in favor of the concept of Manifest Destiny ➤ Create a newspaper that contains the following features: • 1 article on the growth of sectionalism, 1 article about conflict with Native Americans, and 1 article explaining the concept of Manifest • Destiny. Also include a political cartoon about the Jackson administration and the bank of the United States, and an editorial about the • Nullification Crisis. Each article must include a picture, and must be written as if the student were in that time period. ➤ Technology Rich Assignment: Oregon Trail. Get a copy of the game "Oregon Trail". Check out a projector, and play the game with your class, for about 5-10 minutes a day. Solicit choices from the class, and discuss the consequences of the choices. <p style="text-align: center;">FCAT-related activities in bold</p>	
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Weeks 25 - 28 Social & Economic Change	1. Identify desired results	2. Determine acceptable evidence	3. Plan engaging effective instruction
	<p>Social Studies Standards: The student understands US History to 1880 by understanding:</p> <ul style="list-style-type: none"> ➤ the factors involved in the development of cities and industries. (SS.A.4.3.1) ➤ the impact of significant people and ideas on the development of the United States. (SS.A.4.3.3) ➤ how to use various map forms to report geographic information. (SS.B.1.3.1) ➤ how to use mental maps to organize information about people, places and environments. (SS.B.1.3.2) ➤ the social, political, and economic divisions on the Earth's surface. (SS.B.1.3.3) <p>Related Standards: The student:</p> <ul style="list-style-type: none"> ➤ LA.A.1.4.2—Selects and uses strategies to understand words and text to make and confirm inferences from what is read ➤ LA.A.1.4.3—Refines vocabulary for interpersonal, academic, and workplace situations ➤ LA.A.2.4.1—Determines the main idea and identifies relevant details ➤ LA.A.2.4.8—Synthesizes information from multiple sources to draw conclusions ➤ LA.B.2.4.1—Writes text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media ➤ LA.B.2.4.2—Organizes information using appropriate systems ➤ LA.C.3.4.3—Uses details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain 	<p>Essential Questions</p> <ul style="list-style-type: none"> ➤ The reform movements of the mid 1800s were similar in what ways? ➤ During the mid-1800's, how were the lives of women and minorities affected by society's attitude toward them? ➤ How have the social reforms of the mid-1800's influenced the United States today? ➤ Why did slavery continue to exist in an Era of Reform? <p>Vocabulary/Concepts</p> <ul style="list-style-type: none"> ➤ Women's Rights/Suffrage ➤ Utopian/Abolitionist /Temperance movements ➤ Dorothea Dix ➤ E. C. Stanton ➤ Horace Mann ➤ Susan B Anthony ➤ H. D. Thoreau ➤ W. L. Garrison ➤ Sojourner Truth ➤ Harriet Tubman ➤ Frederick Douglass ➤ Dred Scott ➤ Harriet Beecher Stowe <p>Skills</p> <ul style="list-style-type: none"> ➤ Writing ➤ Categorization/Charting ➤ Role playing ➤ Compare/Contrast ➤ Maps <p>Enduring Understandings</p> <ul style="list-style-type: none"> ➤ The abolitionist movement generated several important reform movements. ➤ Many lasting contributions were made by the various reform movements. ➤ Geographical issues and the debate over slavery sectionalized the nation. 	<p>Required Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Use a compare and contrast chart to show the impact of the following documents on the United States. <ul style="list-style-type: none"> • Missouri Compromise • Compromise of 1850 • Kansas-Nebraska Act ➤ Create an annotated map of the United States. Place the following items on the map, and explain their importance and major products for each area <ul style="list-style-type: none"> • The Mason-Dixon Line • The Confederate States • The Union States • Slave States • Richmond, VA • Washington, DC • Mississippi River <p>Recommended Additional Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Create a T-chart that contains a list of geographical features of the North and South, and use these features to explain how these areas developed economically. ➤ Create a display that shows the major inventions and concepts of the Industrial Revolution and their effect and contribution to American society. ➤ ROLE-PLAY: assume the character of an inventor or reformer from this time. Create a presentation and explain your contribution to society. ➤ Write an essay comparing city life and its dangers to rural life and its hardships. When done, rank these people by importance. Justify your choices in writing. End by stating which you prefer and why. ➤ Classify and identify the impact of the following people: <ul style="list-style-type: none"> • Denmark Vessey • Harriet Beecher Stowe • Abraham Lincoln • Nat Turner • Susan B. Anthony • Thomas Gallaudet • William Lloyd Garrison • Elizabeth Cady Stanton • Dred Scott • Frederick Douglass • Dorothea Dix • Horace Mann • Harriet Tubman • John Brown • Samuel G. Howe

			<ul style="list-style-type: none">➤ Assume the role of a defending or prosecuting attorney during the John Brown trial. Write an opening statement to deliver to the judge and jury.➤ Simulation: Break class into two groups. Assign one group to represent the South, and the other the North. Choose an uneven number of students to act as Supreme Court judges (more from the south). Explain the facts of the Dred Scott, (or John Brown) case, and allow a few moments for each side to prepare arguments. Each group may present to the Supreme Court, which will then be allowed to make a decision on the case. They will present their decision, and their reasoning. After this, explain the outcome of the actual case. <p style="text-align: center;">FCAT-related activities in bold</p>	
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	1. Identify desired results	2. Determine acceptable evidence	3. Plan engaging effective instruction	
<p>Weeks 29 - 32 Civil War</p>	<p>Social Studies Standards: The student understands US History to 1880 by understanding:</p> <ul style="list-style-type: none"> ➤ the impact of significant people and ideas on the development of the US. (SS.A.4.3.3) ➤ how to use mental maps to organize information. (SS.B.1.3.2) ➤ how factors such as culture and technology influence the perception of places. (SS.B.1.3.4) ➤ the geographical factors that affect the cohesiveness and integration of countries. (SS.B.2.3.5) ➤ the role of physical and cultural geography in shaping events in the U.S. (SS.A.4.3.2) ➤ the history of the rights, liberties and obligations of citizenship in the United States. (SS.C.2.3.1) <p>Related Standards: The student:</p> <ul style="list-style-type: none"> ➤ LA.A.1.4.2—Selects and uses strategies to understand words and text to make and confirm inferences from what is read ➤ LA.A.1.4.4—Applies a variety of response strategies ➤ LA.A.2.4.6—Selects and uses appropriate study and research skills and tools ➤ LA.B.1.4.1—Selects and uses appropriate prewriting strategies ➤ LA.B.2.4.2—Organizes information using appropriate systems <p>Career/ Ed Planning</p> <ul style="list-style-type: none"> ➤ 15.0 Identify and demonstrate use of steps to make career decisions ➤ 16.0 Identify and demonstrate processes for making short and long term goals. 	<p>Essential Questions</p> <ul style="list-style-type: none"> ➤ In what ways was the Civil War the first modern war? ➤ How did the participation of women and minorities affect the outcome of the Civil War? ➤ If the outcome of the Civil War had been different, or if it had not happened at all, what would the United States be like today? ➤ How did the outcome of the Civil War change the United States? <p>Vocabulary/Concepts</p> <ul style="list-style-type: none"> ➤ War Goals/War Strategies ➤ Advantages/Disadvantages ➤ U.S. Grant/R.E. Lee/Generals ➤ Emancipation Proclamation ➤ Lincoln/Davis <p>Skills</p> <ul style="list-style-type: none"> ➤ Charting/Writing/ ➤ Compare/Contrast ➤ Time line <p>Enduring Understandings</p> <ul style="list-style-type: none"> ➤ The Civil War addressed issues that were present in the United States since the creation of the nation. ➤ Women and minorities played key roles in the Civil War. ➤ The Civil War defined the United States as a nation. ➤ The Civil War is considered the first modern war. 	<p>Required Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Create a time line for the Civil War, showing major events and battles. Illustrate it with maps and diagrams of these battles and events. ➤ Common Assignment: Civil War Story Quilt. (See Appendix A for details). <p>Recommended Additional Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Write a paragraph describing how the election of 1860 affected the South. Support your answer with information from the text. ➤ Create a chart comparing the North and South along the following lines: overall War Goal, strategies for obtaining the goal, advantages, and disadvantages. Then, write an essay from the chart that says which side will win and explains why, based on the chart alone. ➤ Create a Venn diagram that compares and contrasts Grant and Lee. Write a short character sketch for each general. The character sketch should include as much information from the Venn as possible, with a focus on skills, abilities, and training. ➤ Make a chart with a heading for each major battle. Use the chart to note important facts about each battle, such as location, generals, objectives, number of troops, etc. Then, using this chart, write the following RAFT: Role = A union or confederate soldier, Audience = Your family, Format = A letter, Topic = Describe an average day for a soldier, then describe the assigned battle. ➤ Write a paragraph describing the Emancipation Proclamation. Then, write another paragraph analyzing Lincoln's goals for passing it. ➤ Create a Venn diagram that compares and contrasts Lincoln and Davis. When done, write an essay that describes the leadership style you think is most effective and why. Create a political cartoon that illustrates the differences between the two. ➤ Create a series of focus questions based on the TV/Educational version of the movie Glory. Have students analyze the historical content of the movie. Examine: medical treatment, military discipline, combat tactics, training, racism, and other topics of interest. FCAT-related activities in bold 	<p>Creating America</p> <ul style="list-style-type: none"> ➤ Look in the Teacher's Edition, pages 453a – 453d, 477a – 477d and ➤ 499a – 499d for a listing of suggested activities, Integrated Technology, Assessment Options, and Differentiated Instruction. ➤ Chapters 15, 16 & 17 ➤ Reading Strategies from the text – <ul style="list-style-type: none"> • Analyzing Causes-456,476 • Pie Charts – 458 • Finding Main Ideas- 460 • Data retrieval Chart – 461,465,470,491, 513, 523 • Identifying and Solving Problems – 463 • Cause-Effect chart-465,495 • Comparison Chart -469,480,499,502 • Annotated Time Line -475 • Graphical Organizer – 475 • Venn Diagram – 485,511 • Web Diagram – 506 <p>Internet</p> <ul style="list-style-type: none"> ➤ www.cr.nps.gov/NR/twhp/wwwlps/lessons/70prairie/70prairie.htm A civilian's view of a battle. ➤ www.archives.gov/digital_classroom/lessons/brady_photographs/brady_photographs.html Matt Brady's photographs. <p>History Alive!</p> <ul style="list-style-type: none"> ➤ 1.1 Diagnosing Differences between North and South ➤ 1.2 How Geography determines 2 ways of life ➤ 1.3 Identifying multiple perspective on Slavery ➤ 2.1 Compromise to conflict ➤ 2.2 Press conference on the Eve of the Civil War ➤ 3.1 Graphing Civil War Data ➤ 3.2 Visual history of the Civil War <p>Career/Ed Resources</p> <ul style="list-style-type: none"> ➤ http://www.fldoe.org/workforce/ced/pdf/informed-decision-making.pdf (Informed Decision Making)

	1. Identify desired results	2. Determine acceptable evidence	3. Plan engaging effective instruction
<p>Weeks 33-35 Reconstruction</p>	<p>Social Studies Standards: The student understands US History to 1880 by understanding:</p> <ul style="list-style-type: none"> ➤ the impact of significant people and ideas on the development of the values and traditions in the United States. (SS.A.4.3.3) ➤ that citizenship is legally recognized full membership in a self-governing community that confers equal rights. (SS.C.2.3.2) ➤ the history of rights, liberties and obligations of citizenship in the U.S. (SS.C.2.3.1) <p>Related Standards: The student:</p> <ul style="list-style-type: none"> ➤ LA.A.1.4.3—Refines vocabulary for interpersonal, academic, and workplace situations ➤ LA.B.1.4.1—Selects and uses appropriate prewriting strategies <p>Essential Questions</p> <ul style="list-style-type: none"> ➤ How do you reconstruct a society after a Civil War? ➤ How possible is “separate but equal”? ➤ What effects did Reconstruction have on the South during the rest of the 19th century? <p>Vocabulary/Concepts</p> <ul style="list-style-type: none"> ➤ 13th/14th/15th Amendments ➤ Poll Taxes/Literacy Tests ➤ Freedmen/Sharecropping ➤ Poverty/Taxes ➤ Black codes/Jim Crow ➤ <i>Plessy vs. Ferguson</i> <p>Skills</p> <ul style="list-style-type: none"> ➤ Web/Charting/Writing ➤ Cause & effect <p>Enduring Understandings</p> <ul style="list-style-type: none"> ➤ Reconstructing a war torn nation was difficult and controversial. ➤ Whereas African Americans were emancipated, they still had limited rights. ➤ The Reconstruction set the stage for the Civil Rights Movement of the 1920s and 1960’s. 	<p>Required Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Make an illustrated dictionary of terms from the Reconstruction Era. Using at least 10 entries, define the term in your own words, and provide a real world example, either from history, or current events. <p>Recommended Additional Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Create a web that describes the conditions in the South right after the Civil War. Be sure to include the economic, social, and political conditions. Use pictures and short descriptions to fully explain these problems and issues. With class, discuss the webs, and create a list of problems that need to be solved. Rank these problems based on their importance. Justify the placement of each problem. With a friend, create a written plan that solves each problem. (A flow chart might be helpful here), and compare your plan with the North’s plan to rebuild the South. Explain which of these two plans is more effective, and justify your reasoning why in a one-page paper. ➤ Create a Web that contains the definition of Reconstruction, its goals and its consequences/after-effects. Present this web to the class. ➤ Create a 3 column chart explaining the 13th, 14th and 15th Amendments and their impact. Write a short essay explaining which of these is the most important and why. ➤ Write a RAFT: Role = A freed slave family, Audience = A Newspaper Reporter, Format = An interview, Topic = Describe how life was during the slavery era and at the end. Using this RAFT above, or a reference work, students will simulate an interview between a freedman and a reporter from the Boston Herald. Write the questions and responses, and perform it for the class. <p style="text-align: center;">FCAT-related activities in bold</p>	<p>Creating America</p> <ul style="list-style-type: none"> ➤ Look in the Teacher’s Edition, Page 529a – 529d for a listing of suggested activities, Integrated Technology, Assessment Options, and Differentiated Instruction. ➤ Chapter 18 ➤ Reading Strategies from the text – • Identifying and Solving Problems – 532, 551 • Data Retrieval Chart – 535, 543 • Cause-effect chart – 537,543 • Web diagram – 544 • Annotated Time line -549 <p>Internet</p> <ul style="list-style-type: none"> ➤ http://lcweb2.loc.gov/ammem/ndlpedu/lessons/ec/rdownld.html Great searchable website. Lesson plans are pretty well supported. ➤ www.pbs.org/wgbh/amex/reconstruction/ Excellent site. You can play the video from the site, and it has many resources. <p>History Alive!</p> <ul style="list-style-type: none"> ➤ 1.1 Towards industrialization ➤ 1.2 Graphing Americas rising Industrialization ➤ 1.3 Experiencing the assembly line ➤ 1.4 Labors response to Industrialization ➤ 2.1 Immigration – Reasons and Attitudes ➤ 2.2 Rising tide of Immigration ➤ 2.3 Voices of China – Immigration: Poems from Angel Island ➤ 2.4 Analyzing immigration through political cartoons ➤ 3.1 Progressive Response ➤ 3.2 Progressive Thinkers meet the press

	1. Identify desired results	2. Determine Acceptable Evidence	3. Plan engaging effective instruction
<p>Week 36 Industrialization (Optional)</p>	<p>Social Studies Standards: The student understands US History to 1880 by understanding:</p> <ul style="list-style-type: none"> ➤ the factors in the development of cities and industries. (SS.A.4.3.1) ➤ the impact of significant people and ideas on the development of values and tradition. (SS.A.4.3.3) ➤ how Florida has allocated and used resources and the consequences of those decisions. (SS.A.6.3.5) ➤ how production and distribution decisions are determined in the U.S. Economy. (SS.D.2.3.1) ➤ the various kinds of institutions that exist in market economies. (SS.D.2.3.3) <p>Related Standards: The student:</p> <ul style="list-style-type: none"> ➤ LA.A.1.4.2—Selects and uses strategies to understand words and text to make and confirm inferences from what is read ➤ LA.A.1.4.4—Applies a variety of response strategies ➤ LA.A.2.4.1—Determines the main idea and identifies relevant details ➤ LA.A.2.4.6—Selects and uses appropriate study and research skills and tools ➤ LA.B.1.4.1—Selects and uses appropriate prewriting strategies ➤ LA.B.2.4.2—Organizes information using appropriate systems ➤ LA.C.3.4.3—Uses details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain <p>Essential Questions</p> <ul style="list-style-type: none"> ➤ How has industrialization, immigration, and urbanization affected the American Society? ➤ How have railroads and factories impacted Florida's economic development? ➤ Is the concentration of wealth and power in the hands of a few individuals a threat to democracy? <p>Vocabulary/Concepts</p> <ul style="list-style-type: none"> ➤ Monopolies/Free enterprise ➤ Anti-trust act/Labor unions ➤ Carnegie/Rockefeller/Vanderbilt/Morgan ➤ Ellis Island/Angel Island ➤ Urbanization issues <p>Skills</p> <ul style="list-style-type: none"> ➤ Cause and effect ➤ Editorializing, Writing, Research ➤ Display design and construction ➤ Time line ➤ Role playing <p>Enduring Understandings</p> <ul style="list-style-type: none"> ➤ Industrialization and immigration changed life in America. ➤ Railroads enabled industry to expand throughout the country. ➤ Democracy and free enterprise were jeopardized by the wealth and power of a few individuals during this period. 	<p>Required Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Create/Plan a Union Strike that includes: <ul style="list-style-type: none"> • Picket signs and buttons with slogans • An appropriate chant • A speech to gain public sympathy • A speech to gain membership support • An editorial to the newspaper that voices the Union's position. ➤ Common Assignment # 4: Man/Woman of the Year Poster (See Appendix A for details) <p>Recommended Additional Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Based on research and/or information from class, rank the following groups as to their importance and impact to American industrialization: railroads, steam ships, canal systems, and roads. Explain your rationale in writing. ➤ Real World Connection: Define free enterprise system, corporation, competition, monopoly, and trust. Find a current event that provides an example of each. Explain how the current event is an example. ➤ Create a short (1 page) biography of Vanderbilt, Carnegie, Rockefeller, Flagler, or Plant. From this create a character map that displays as much of the information as possible, without using any words. Each student then presents his/her character map to the class, and wins points based on how quickly the class guesses the person. The student may explain the map, but may not refer to the subject of the character map. ➤ Construct a museum exhibit to commemorate industrialization and immigration in the United States. This exhibit should illustrate how industrialization and immigration changed life in America. The display should be a combination of timelines, artwork and/or photography, written explanations and other artifacts. The display must include the five components listed above, and should clearly illustrate their impact on society and daily life. It should also address the following: <ul style="list-style-type: none"> • Technological advancements • Labor • Immigration • Urbanization • Transportation ➤ Create a brochure that describes the period laws that protect workers on the job, and presents an argument for additional needed regulations. ➤ Given a group of potential immigrants that includes the people listed below, choose two to immigrate to post-Civil War America. (That's all the family can afford.) 	<p>Creating America</p> <ul style="list-style-type: none"> ➤ Look in the Teacher's Edition, Page 553a – 553d, 581a – 581d, and 605a –605d for a listing of suggested activities, Integrated Technology, Assessment Options, and Differentiated Instruction. ➤ Chapter 20 and Chapter 21 ➤ Reading Strategies from the text – <ul style="list-style-type: none"> • Analyzing causes and effects • Making inferences • Forming and supporting opinions • Finding main ideas • Categorizing information <p>Internet</p> <ul style="list-style-type: none"> ➤ www.pbs.org/wgbh/amex/carnegie/ Website about Carnegie. ➤ www.cr.nps.gov/nr/twhp/wwwlps/lessons/78vanderbilt/78vanderbilt.htm Information about Vanderbilt. ➤ http://memory.loc.gov/learn/community/cc_immigration.php Immigration information <p>Career/Ed Resources</p> <ul style="list-style-type: none"> ➤ http://www.fldoe.org/workforce/ced/pdf/toothpickk.pdf (The Toothpick Factory)

	<p>Career/Ed Planning</p> <ul style="list-style-type: none"> ➤ 18.0 Demonstrate skills to interact positively with others. ➤ 19.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills. ➤ 20.0 Explain the relationship between educational achievement and career success. 		<p>Discuss this as a group, and be prepared to defend your choice.</p> <ul style="list-style-type: none"> • Grandma – 72, Grumpy, and totally dependant on the family • Uncle – 28, Lame, almost blind, speaks English • Father – 42 year old laborer, skilled carpenter • Mother – 37 year old homemaker, pregnant • Son – 15, Carpenter's apprentice, learns quickly, speaks broken English Daughter – 10, has a rare disease, only treatment available is in New York <p style="text-align: center;">FCAT-related activities in bold</p>	
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APPENDIX A: COMMON ASSIGNMENTS

Common assignment #1:

Native American Raft

Students will choose a Native American group, and write a 1 or 2 page RAFT.

- 1) Create a web, power notes, or other form of prewriting on a Native American tribe. The focus should be on the tribe's culture, and how they have adapted to the environment.
- 2) Using this pre-write, create a RAFT.

ROLE: A member of a Native American tribe. (The actual occupation / position of this person is left up to the student or teacher.)

AUDIENCE: An European missionary

FORMAT: A narrative.

TOPIC: Describe your group's culture, beliefs and how you have adapted to the environment.

- 3) Submit both the pre-write and the RAFT for grading. (There are two rubrics included for your grading pleasure)

Standards: Writing, Research, FCAT Writes, SS.A.4.3.3, E2c, E4a.

Checklist for Common Assignment #1

Native American tribe selected.

Pre-write done.

3 examples of the tribe's unique culture given and explained.

3 environmental conditions that the tribe has adapted to are explained.

Organizing structure present, with well-formed sentences and paragraphs.

Sense of voice present.

Clear point of view; engaging the reader.

Grammar and spelling are correct.

RAFT is legible.

Sensory details and concrete language used

6 Points The writing is focused and purposeful, and it reflects insight into the writing situation. It includes a well-stated thesis that is historically accurate. The organizational pattern provides for a logical progression of ideas. Effective use of transitional devices contributes to a sense of completeness. The support is factually accurate. The development of the support is substantial, specific, relevant, and concrete. The writer shows commitment to and involvement with the subject. The writing demonstrates a mature command of language with original analytical thought. Sentence structure is varied, and few, if any, convention errors occur in mechanics, usage, punctuation, and spelling.

5 Points The writing is focused on the topic, and its organizational pattern provides for a logical progression of ideas. It includes a thesis that is historically accurate. Effective use of transitional devices contributes to a sense of completeness. The support is developed through ample use of specific and historically accurate examples. Small factual errors may exist if they do not affect the historical significance. The writing demonstrates a mature command of language, and there is variation in sentence structure. The response generally follows the conventions of mechanics, usage, punctuation, and spelling.

4 Points The writing is focused on the topic and includes few, if any, weak supporting details. A thesis statement is included that adequately addresses the topic. An organizational pattern is apparent, and it is strengthened by the use of transitional devices. The support is consistently developed, but may include small errors of historical fact that don't directly affect the thesis.(i.e. dates, titles, incorrect references). Word choice is adequate, and variation in sentence structure is demonstrated. The response generally follows the conventions of mechanics, usage, punctuation, and spelling.

3 Points The writing is focused but may contain ideas that are loosely connected to the topic. A thesis is present, but may be poorly stated. An organizational pattern is demonstrated, but the response may lack a logical progression of ideas. Development of support may be uneven, and may include historical errors that reduce the effectiveness of the argument. Word choice is adequate, and some variation in sentence structure is demonstrated. The response generally follows the conventions of mechanics, usage, punctuation, and spelling.

2 Points The writing addresses the topic but may lose focus by including extraneous or loosely related ideas. An organizational idea is evident, but may or may not be a stated thesis. The organizational pattern usually includes a beginning, middle, and ending, but these elements may be brief. The development of the support may be erratic and nonspecific, and ideas may be repeated. Historical facts are included, but may be only partially accurate or lacking in numbers. Word choice may be limited, predictable, or vague. Errors may occur in the basic conventions of sentence structure, mechanics, usage, and punctuation, but commonly used words are usually spelled correctly.

1 Point The writing addresses the topic but may lose focus by including extraneous or loosely related ideas. The response may have an organizational pattern, but it may lack a sense of completeness or closure. There is little, if any, development of the supporting ideas, and the support may consist of generalizations or fragmentary lists. Includes serious factual errors or may lack sufficient facts. Limited or inappropriate word choice may obscure meaning. Frequent and blatant errors may occur in the basic conventions of sentence structure, mechanics, usage, and punctuation, and commonly used words may be misspelled.

Unscorable The paper is unscorable because it is unrelated to the prompt, off topic, plagiarized, incomprehensible, too short to adequately cover the topic, or blank.

Score	Content	FCAT Writing Rubric
6 A	Thesis completely answers question with sophisticated analysis/interpretation of history. Facts used are correct and show excellent choice of facts to support interpretation. There are multiple facts to support each point in the thesis. Historical errors are minor, if there are any at all. Is on time.	Focused, purposeful and insightful writing. Adherence to main idea. Substantial, relevant, illustrative, specific support. Mature command of language, with freshness of expression. Few if any convention errors.
5 B	Includes a thesis that answers question. Interpretation of history is substantially correct with good facts to substantially prove. Historical errors are minor (factual, not interpretative). Not as sophisticated as level 6.	Focused on topic. Has a sense of completeness. Includes ample support. Has precision in language and generally follows conventions.
4 C	Includes a thesis that attempts to answer question and organizes the paper. Facts help prove interpretation, but may not be complete. Historical errors are minor. May be late or recovery.	Generally focused on topic, but may include extraneous or loosely related material. Obvious organizational pattern, but may have lapses. Sense of completeness/wholeness. Support is adequate, but may be uneven. Little variation in structure, but follows conventions generally.
3 D	No real thesis. Facts may be partially incorrect, with out of place facts. May include obvious errors of interpretation. OR may be factually accurate, but have no real support for a very good thesis.	Generally focused, but may include extraneous or loosely related material. Some organizational pattern. May lack completeness. Development is erratic. Word choice is merely adequate. Knowledge of conventions is shown.
2 50%	Factually inaccuracies are common. There is a real attempt, but there may be a confused/inaccurate or no thesis. There may be no real support.	Writing is related to the topic, but includes extraneous material. Little evidence of an organizational pattern is demonstrated. Development is inadequate or illogical. Little variation, and may include gross errors in structure and mechanics.
1 25%	Totally inaccurate or completely incompetent historically.	Only minimally addressed the topic. Little development, and gross errors may impede understanding.
0 0%	Unrelated to prompt, Simply rewords prompt Is incomprehensible	Contains an insufficient amount of writing to determine if it addresses the prompt.

APPENDIX B: REQUIRED AREAS OF STUDY

NOTE: Below are listed the legislative mandates for Social Studies. Please remember to incorporate these required elements into your lesson plans.

STATUTORY AUTHORITY	TOPIC AND EXPLANATION OF REQUIRED INSTRUCTION
1003.42 (2)(a)	The content of the Declaration of Independence and how it forms the philosophical foundation of our government.
1003.42 (2)(b)	The arguments in support of adopting our republican form of government as they are embodied in the most important of the Federalist Papers.
1003.42 (2)(c)	The essentials of the United States Constitution and how it provides the structure of our government.
1003.42 (2)(d)	Flag education, including proper flag display and flag salute.
1003.42 (2)(e)	The elements of civil government shall include the primary functions of and the interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts.
1003.42 (2)(f)	The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.
1003.42 (2)(g)	The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society.
1003.42 (2)(k)	The history of the state.
1003.42 (2)(o)	The history of Hispanic contributions to the United States.
1003.42 (2)(p)	The history of Women's contributions to the United States.
1003.42 (2)(r)	In order to encourage –patriotism, the sacrifices that veterans have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Veterans' Day and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans when practicable.
1003.421	Recitation of the Declaration of Independence (also known as Celebrate Freedom Week)—This shall be the last full week of September. It must include at least three hours of appropriate instruction in each social studies class, as determined by each school district, which shall include an in-depth study of the intent, meaning, and importance of the Declaration of Independence. At the beginning of each school day or in homeroom of each day during this week, public school principals and teachers shall conduct an oral recitation by the students of specific words from the Declaration of Independence.