

**Curriculum Map**

**Grade/Class:**

SMART Goal:  
 Long SMART Goal:  
 Author: J. Olson  
 Annual Goal:

1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	
Standard	Benchmark	Essential Learning Outcomes/ I Can Statements	Formative Assessment	Curriculum/ Resources
Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice discourse, vote and participate in elections, apply critical and analysis skills and contribute to solve problems and shape public policy	7.1.1.1.1  Exhibit civic skills including participating in civic discussion on issues in the contemporary United States, demonstrating respect for the opinions of people or groups who have different perspectives, and reaching consensus.  For example: Civic skills— speaking, respecting diverse viewpoints, Controversial issues—First Amendment in the school setting, mandatory voting.			

<p>United States is based on democratic values and principles that include liberty, equal rights, justice, equality, the rule of law, limited government, common good, popular sovereignty, majority and minority rights.</p>	<p>7.1.2.3.1</p> <p>Identify examples of how principles expressed in the Declaration of Independence and Preamble to the Constitution have been applied throughout United States history, including how they have evolved (if applicable) over time.</p> <p>For example: Equality, liberty, First Amendment rights, criminal rights, civil rights.</p>			<p>Ch 6</p>
<p>Individuals in a republic have rights, duties and responsibilities.</p>	<p>7.1.3.4.1</p> <p>1 Explain landmark Supreme Court decisions involving the Bill of Rights and other individual protections; explain how these decisions helped define the scope and limits of personal, political and economic rights.</p> <p>For example: Brown v. Board of Education, Tinker v. Des Moines, Mapp v. Ohio, Miranda v. Arizona</p>			

<p>citizenship and its rights and responsibilities are established by</p>	<p>7.1.3.5.1</p> <p>Describe the components of responsible citizenship including informed voting and decision making, developing and defending positions on public policy issues, and monitoring and influencing public decision making.</p>			<p>Ch 6</p>
<p>citizenship and its rights and responsibilities are established by</p>	<p>7.1.3.5.2</p> <p>Compare and contrast the rights and responsibilities of citizens, non-citizens and dual citizens</p> <p>For example: Voting, paying taxes, owning property.</p>			<p>Ch 6</p>
<p>United States government has specific functions that are determined by the way that power is divided and controlled among various bodies: the federal levels (federal, state, and the three branches legislative, executive, judicial) of government.</p>	<p>7.1.4.6.1</p> <p>Describe historical applications of the principle of checks and balances within the United States government.</p> <p>For example: Johnson's impeachment, Roosevelt's court-packing plan, War Powers Resolution.</p>			

<p>primary purposes of nd laws within the States constitutional ment are to protect ual rights, promote the il welfare and provide</p>	<p>7.1.4.7.1</p> <p>Analyze how the Constitution and the Bill of Rights limits the government and the governed, protects individual rights, supports the principle of majority rule while protecting the rights of the minority, and promotes the general welfare. For example: Miranda v. Arizona, Ninth and Tenth Amendments, Civil Rights Act of 1964.</p>			
<p>primary purposes of nd laws within the States constitutional ment are to protect ual rights, promote the il welfare and provide</p>	<p>7.1.4.7.2</p> <p>Describe the amendment process and the impact of key constitutional amendments.</p>			<p>Ch 6</p>

<p>Free and fair elections are a cornerstone of the United States political system.</p>	<p>7.1.4.9.1</p> <p>Analyze how changes in election processes over time contributed to freer and fairer elections.</p> <p>For example: Fifteenth, Seventeenth, and Nineteenth Amendments; Voting Rights Act of 1965; redistricting.</p>			
<p>The United States establishes and maintains relationships and interacts with various nations and other foreign nations, and plays a role in world affairs.</p>	<p>7.1.5.10.1</p> <p>Describe diplomacy and other foreign policy tools; cite historical cases in which the United States government used these tools.</p>			

<p>ple make informed nic choices by /ing their goals, eting and applying data, ering the short- and in costs and benefits of tive choices and g their goals based on nalysis.</p>	<p>7.2.1.1.1</p> <p>Apply reasoned decision-making techniques in making choices; explain why different households or groups faced with the same alternatives might make different choices.</p> <p>For example: Techniques—PACED decision making process (Problem, Alternative, Criteria, Evaluation, Decision), benefit-cost analysis, marginal analysis, consideration of sunk costs, results of behavioral economics</p>			
<p>ause of scarcity uals, organizations and iments must evaluate offs, make choices and ppportunity costs.</p>	<p>7.2.3.3.1</p> <p>Explain how items are allocated or rationed when scarcity exists.</p> <p>For example: Sugar, gasoline and other goods rationed by coupons during WWII; Social Security benefits rationed by personal characteristic (age); goods rationed by “first-come, first-served” policy in former Soviet Union; many things rationed by price.</p>			

<p>Individuals, businesses and governments interact and exchange goods, services and resources in different ways for different reasons; interactions between buyers and sellers in a market determine the price and quantity exchanged of a good, service or resource.</p>	<p>7.2.4.5.1</p> <p>1 Describe how the interaction of buyers (through demand) and sellers (through supply) determines price in a market.</p> <p>For example: Cotton prices during the Civil War, Organization of Petroleum Exporting Countries (OPEC) embargo in the 1970s.</p>			
<p>Profit provides an incentive for individuals and businesses; different business organizations and market structures have an effect on profit, price and production of goods and services.</p>	<p>7.2.4.6.1</p> <p>Describe profit as an incentive for an individual to take the risks associated with creating and producing new goods or starting a business in an existing market; give examples of how the pursuit of profit can lead to undesirable, as well as desirable, effects.</p> <p>For example: Individuals—Henry Ford (Ford Motor Company), Oprah Winfrey, Bill Gates (Microsoft), Martha Stewart, Mark Zuckerberg (Facebook). Undesirable effects—Ponzi schemes; exploitation of people, the environment, natural resources.</p>			

<p>ple use geographic entations and geospatial logies to acquire, s and report information a spatial context.</p>	<p>7.3.1.1.1</p> <p>Create and use various kinds of maps, including overlaying thematic maps, of places in the United States; incorporate the “TODALSS” map basics, as well as points, lines and colored areas to display spatial information.</p> <p>For example: “TODALSS” map basics—title, orientation, date, author, legend/ key, source, and scale. Spatial information—cities, roads, boundaries, bodies of water, regions.</p>			<p>Mn online Map projects with each chapter</p>
<p>orical inquiry is a s in which multiple s and different kinds of al evidence are ed to draw conclusions now and why things ned in the past.</p>	<p>7.4.1.2.1</p> <p>Pose questions about a topic in United States history, gather and organize a variety of primary and secondary sources related to the questions, analyze sources for credibility and bias; suggest possible answers and write a thesis statement; use sources to draw conclusions and support the thesis; present supported findings, and cite sources.</p>			

<p>differences and similarities of cultures around the world are attributable to diverse origins and beliefs, and interactions with other cultures throughout time.</p>	<p>7.4.4.18.1</p> <p>1 Describe the processes that led to the territorial expansion of the United States, including the Louisiana Purchase and other land purchases, wars and treaties with foreign and indigenous nations, and annexation. (Expansion and Reform: 1792-1861)</p> <p>For example: Tecumseh's War, Adams-Onís Treaty of 1819, Texas annexation, Oregon Trail, "Manifest Destiny" concept</p>			<p>Ch 8</p>
<p>economic expansion and conquest of indigenous Mexican territory spurred agricultural and industrial growth of the United States; increasing regional, racial and ethnic divisions; spurred multiple reform movements. (Expansion and Reform: 1792-1861)</p>	<p>7.4.4.18.2</p> <p>Identify new technologies and innovations that transformed the United States' economy and society; explain how they influenced political and regional development. (Expansion and Reform: 1792-1861)</p> <p>For example: Cotton gin, power loom, steam engine, railroad.</p>			

<p>economic expansion and request of indigenous Mexican territory spurred agricultural and industrial growth of the United States; increasing regional, racial and ethnic divisions; spurred multiple reform movements. (Expansion and Reform: 1792-1861)</p>	<p>7.4.4.18.3</p> <p>Identify causes and consequences of Antebellum reform movements including abolition and women's rights. (Expansion and Reform: 1792-1861)</p> <p>For example: Second Great Awakening, Underground Railroad, 1848 Seneca Falls convention, Ten-Hour movement.</p>			
<p>regional tensions around economic development, territorial expansion and governance resulted in a period of sectionalism that led to the secession of slavery, a more powerful federal government, and westward push into various nations' territory continuing conflict over relations. (Civil War and Reconstruction: 1850-1877)</p>	<p>7.4.4.19.1</p> <p>Cite the main ideas of the debate over slavery and states' rights; explain how they resulted in major political compromises and, ultimately, war. (Civil War and Reconstruction: 1850-1877)</p> <p>For example: Missouri Compromise, Nullification Crisis, Compromise of 1850, Bleeding Kansas.</p>			

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7.4.4.19.2

Outline the major political and military events of the Civil War; evaluate how economics and foreign and domestic politics affected the outcome of the war. (Civil War and Reconstruction: 1850-1877)

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7.4.4.19.3

Describe the effects of the Civil War on Americans in the north, south and west, including liberated African-Americans, women, former slaveholders and indigenous peoples. (Civil War and Reconstruction: 1850-1877)

For example: Reconstruction, Thirteenth, Fourteenth and Fifteenth Amendments, Black Codes, sharecropping, National and American Woman Suffrage Associations, Homestead Act.

<p>the United States from its agrarian roots industrial and global the rise of big ss, urbanization and ation led to ionalized racism, ethnic ass conflict and new at reform. opment of an Industrial States: 1870-1920)</p>	<p>7.4.4.20.1</p> <p>Explain the impact of the United States Industrial Revolution on the production, consumption and distribution of goods. (Development of an Industrial United States: 1870-1920)</p> <p>For example: Iron and steel industries, transcontinental railroad, electric lighting, Sears Roebuck &amp; Co.</p>			
<p>the United States from its agrarian roots industrial and global the rise of big ss, urbanization and ation led to ionalized racism, ethnic ass conflict and new at reform. opment of an Industrial States: 1870-1920)</p>	<p>7.4.4.20.2</p> <p>Analyze the consequences of economic transformation on migration, immigration, politics and public policy at the turn of the 20th century. (Development of an Industrial United States: 1870-1920)</p> <p>For example: The “New Immigration” from Eastern and Southern Europe, “Great Migration” of African Americans to the North, Tammany Hall, Sherman Anti-Trust Act.</p>			

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<p>the United States from its agrarian roots industrial and global the rise of big ss, urbanization and ation led to ionalized racism, ethnic ass conflict and new at reform. opment of an Industrial States: 1870-1920)</p>	<p>7.4.4.20.6</p> <p>Evaluate the changing role of the United States regarding its neighboring regions and its expanding sphere of influence around the world. (Development of an Industrial United States: 1870- 1920)</p> <p>For example: Spanish-American War, “Big Stick” and Dollar Diplomacy, annexation of Hawaii.</p>			

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<p>the United States from its agrarian roots industrial and global the rise of big ss, urbanization and ation led to ionalized racism, ethnic ass conflict and new at reform. opment of an Industrial States: 1870-1920)</p>	<p>7.4.4.20.8</p> <p>Identify the political impact of World War I, including the formation of the League of Nations and renewed United States isolationism until World War II. (Development of an Industrial United States: 1870-1920)</p> <p>For example: Senate rejection of the Treaty of Versailles, Red Scare, Industrial Workers of the World, American Civil Liberties Union, urban race riots.</p>			

<p>e economic growth, I innovation and political of the 1920s ended in eat Depression which d new forms of iment intervention and ad labor activism, id by World War II and nomic resurgence. (The Depression and World 1920-1945)</p>	<p>7.4.4.21.1</p> <p>1 Identify causes of the Great Depression and factors that led to an extended period of economic collapse in the United States. (The Great Depression and World War II: 1920-1945)</p> <p>For example: Farm crisis, overproduction, structural weaknesses in United States economy, 1929 stock market crash, bank failures, monetary policies, mass unemployment, international debt and European economic collapse, Dust Bowl.</p>			
<p>e economic growth, I innovation and political of the 1920s ended in eat Depression which d new forms of iment intervention and ad labor activism, id by World War II and nomic resurgence. (The Depression and World 1920-1945)</p>	<p>7.4.4.21.2</p> <p>Describe the impact of the Great Depression on United States society, including ethnic and racial minorities, and how government responded to events with New Deal policies. (The Great Depression and World War II: 1920-1945)</p> <p>For example: Bonus Army, “Okie” migration, bread lines and soup kitchens, labor strikes, financial reforms, Works Progress Administration, Reconstruction Finance Corporation, Tennessee Valley Authority, Social Security, the 1932 political realignment.</p>			

<p>e economic growth, I innovation and political of the 1920s ended in eat Depression which d new forms of iment intervention and ed labor activism, id by World War II and nomic resurgence. (The Depression and World 1920-1945)</p>	<p>7.4.4.21.3</p> <p>3 Outline how the United States mobilized its economic and military resources during World War II; describe the impact of the war on domestic affairs. (The Great Depression and World War II: 1920-1945)</p> <p>For example: Industrial mobilization, rationing, “Rosie the Riveter” and the female labor force, Bracero Program, uses of propaganda.</p>			
<p>e economic growth, I innovation and political of the 1920s ended in eat Depression which d new forms of iment intervention and ed labor activism, id by World War II and nomic resurgence. (The Depression and World 1920-1945)</p>	<p>7.4.4.21.4</p> <p>Outline the causes and conduct of World War II including the nations involved, major political and military figures and key battles, and the Holocaust. (The Great Depression and World War II: 1920- 1945)</p> <p>For example: D-Day, Iwo Jima, Guadalcanal, segregated military, treatment of Japanese-Americans, development and deployment of the atomic bomb, Roosevelt, Churchill, Stalin.</p>			

<p>st-World War II United was shaped by an nic boom, Cold War / engagements, politics otests, and rights nents to improve the of racial minorities, 1 and America’s ous peoples. (Post-War II United States: 1989)</p>	<p>7.4.4.22.1</p> <p>Identify military and non-military actions taken by the United States during the Cold War to resist the spread of communism. (Post-World War II United States: 1945-1989)</p> <p>For example: Military actions— Korean War, Cuban Missile Crisis, Vietnam War. Non-military actions— Marshall Plan, North Atlantic Treaty Organization, the “Kitchen Debate,” the Space Race.</p>			
<p>st-World War II United was shaped by an nic boom, Cold War / engagements, politics otests, and rights nents to improve the of racial minorities, 1 and America’s ous peoples. (Post-War II United States: 1989)</p>	<p>7.4.4.22.2</p> <p>Analyze the social and political effects of the Cold War on the people of the United States. (PostWorld War II United States: 1945-1989)</p> <p>For example: Nuclear preparedness, McCarthyism and the Hollywood blacklist, growth of the militaryindustrial complex, the anti-nuclear and peace movements.</p>			

Post-World War II United States was shaped by an economic boom, Cold War / engagements, politics / protests, and rights movements to improve the lives of racial minorities, Native Americans, and America's diverse peoples. (Post-World War II United States: 1945-1989)

7.4.4.22.3

Compare and contrast the involvement and role of the United States in global conflicts and acts of cooperation. (Post-World War II United States: 1945-1989)

For example: Conflicts—Guatemalan civil war, 1979 Iranian Revolution, Cooperation—United Nations, World Bank, United States Agency for International Development, anti-apartheid movement.

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7.4.4.22.4

Explain the economic boom and social transformation experienced by postwar United States. (Post-World War II United States: 1945-1989)

For example: Expanded access to higher education, suburbanization, growth of the middle class, domesticity and the Baby Boom, television, counter culture, Moral Majority.

Post-World War II United States was shaped by an economic boom, Cold War / engagements, politics protests, and rights movements to improve the lives of racial minorities, Native Americans, and America's diverse peoples. (Post-World War II United States: 1945-1989)

7.4.4.22.5  
Describe the changing role of the federal government in reshaping post-war society. (Post-World War II United States: 1945-1989)  
For example: G.I. Bill, Fair Deal, New Frontier, Great Society.

Post-World War II United States was shaped by an economic boom, Cold War / engagements, politics protests, and rights movements to improve the lives of racial minorities, Native Americans, and America's diverse peoples. (Post-World War II United States: 1945-1989)

7.4.4.22.6  
Compare and contrast the goals and tactics of the Civil Rights Movement, the American Indian Movement, and the Women's Rights Movement; explain the advantages and disadvantages of nonviolent resistance. (Post-World War II United States: 1945-1989)

<p>the end of the Cold War, the changing geopolitical dynamics, the globalization and the increasing interdependence of the global economy and rapidly changing technologies have given rise to a new urgency to debate the United States' foreign policy, values and role in the world. (The United States in a New Global Age: 1980-present)</p>	<p>7.4.4.23.1</p> <p>Describe how new technologies have changed political, economic and social interactions. (The United States in a New Global Age: 1980-present)</p> <p>For example: New technologies—changes in media (including telecommunications), medicine, transportation, agriculture.</p>			
<p>the end of the Cold War, the changing geopolitical dynamics, the globalization and the increasing interdependence of the global economy and rapidly changing technologies have given rise to a new urgency to debate the United States' foreign policy, values and role in the world. (The United States in a New Global Age: 1980-present)</p>	<p>7.4.4.23.2</p> <p>Analyze the changing relations between the United States and other countries around the world in the beginning of the 21st century. (The United States in a New Global Age: 1980-present)</p> <p>For example: North American Free Trade Agreement, changing trade policies with China, conflicts in the Middle East, support of developing nations in Africa.</p>			