

Ganado Unified School District (Social Studies/ 7th Grade)

PACING Guide SY 2015-2016

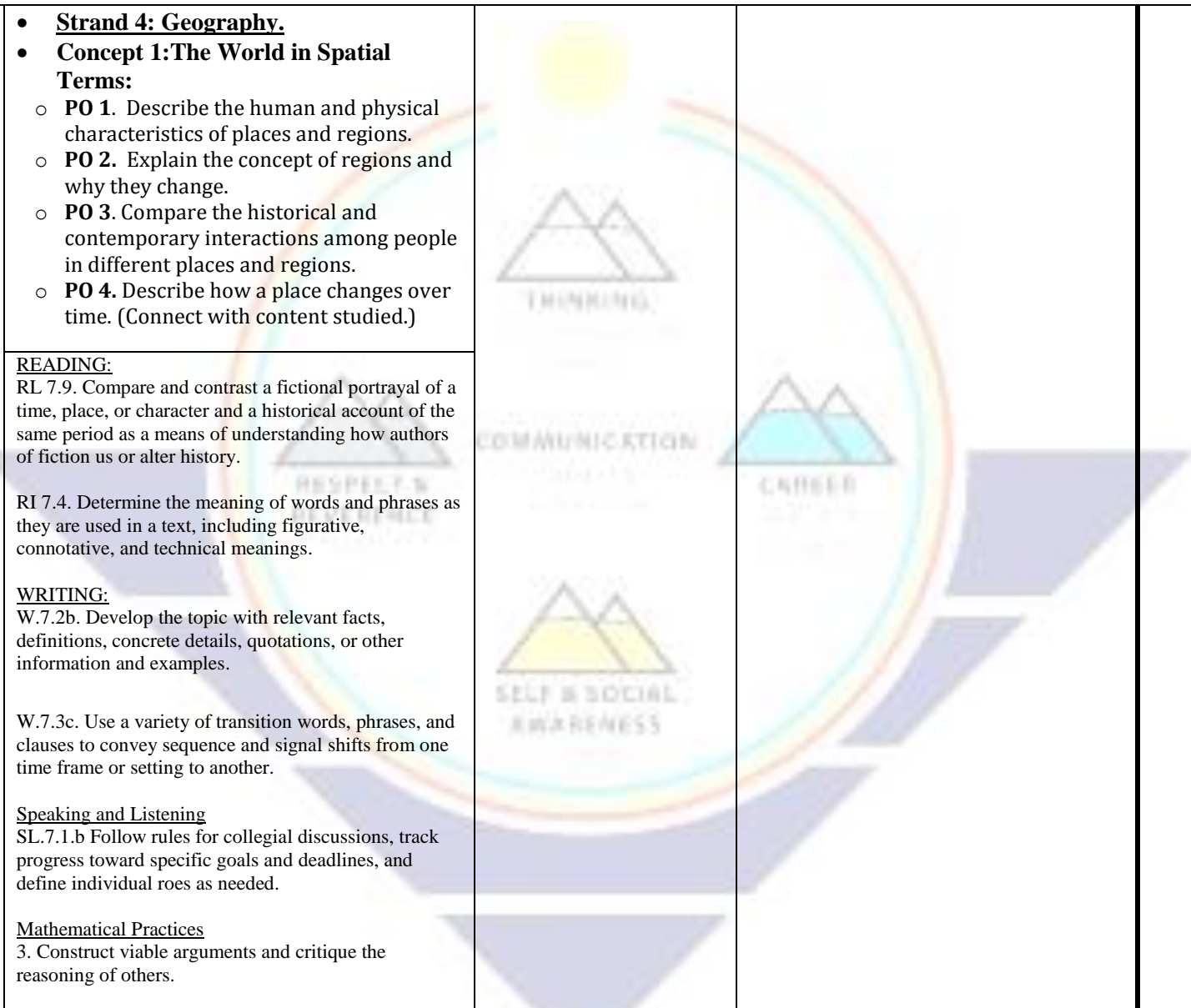
Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
<p>1st Quarter (4 Weeks)</p> <p>Resources:</p> <ul style="list-style-type: none"> - Different sources from internet - Laptops - PowerPoint presentation - Smart board - Textbook (McGraw Hill) - Google Earth and Google Maps - Online - McGraw Hill website - puzzle map of U.S. - blank maps of U.S. - longitude and latitude worksheets - Rand McNally Road Atlas - rulers and compass 	<p>UNIT 1: Geography</p> <p><u>AZ SOCIAL STUDIES STANDARDS:</u></p> <ul style="list-style-type: none"> • Strand 4: Geography. • Concept 1: The World in Spatial Terms: <ul style="list-style-type: none"> ○ PO 1. Construct maps, charts, and graphs to display geographic information. ○ PO 2. Identify purposes and differences of maps, globes, aerial photographs, charts, and satellite images. ○ PO 3. Interpret maps, charts, and geographic databases using geographic information. ○ PO 4. Locate physical and cultural features (e.g., continents, cities, countries, significant waterways, mountain ranges, climate zones, major water bodies, landforms) throughout the world. ○ PO 5. Interpret thematic maps, graphs, charts, and databases depicting various aspects of the United States and world regions. 	<ul style="list-style-type: none"> • How do you identify different geographical features? • Which map form is shown? • Label each of the geographical terms on the map? • Name each geographical term? • How do you scale the map? • How far is city A from city B? • Lines of Longitude run _____ to _____? • Lines of Latitude run _____ to _____? • How do you locate location on a map? 	<p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> • Identify geographical features • Form geographical maps • Evaluate different forms of maps • Match geographical forms with vocabulary • Create the appropriate graph of given data • Create geographical map with labels • Accurately label the needed parts of a map • Accurately scale a map • Accurately explain my map to another person • Accurately measure distances on a map • Choose the appropriate label for a geographical term • Accurately name the devices used to make a map. • Use the appropriate geographical labels 	<ul style="list-style-type: none"> • Compass Rose • Contour Map • Ocean • Cliff • Isthmus • Island • Channel • Peninsula • Plateau • Canyon • Valley • Harbor • Mountain Range • Plain • Bay • Delta • Hill • Tributary • Glacier • Mouth of River • Strait • Mesa • Latitude

	<ul style="list-style-type: none"> ● <u>Strand 4: Geography.</u> ● Concept 2:Places and Regions <ul style="list-style-type: none"> ○ PO 1. Describe the human and physical characteristics of places and regions. ○ PO 2. Explain the concept of regions and why they change. ○ PO 3. Compare the historical and contemporary interactions among people in different places and regions. ○ PO 4. Describe how a place changes over time. (Connect with content studied.) 	  <p>THINKING</p>		<ul style="list-style-type: none"> ● Legend(geography) ● Longitude ● Physical Map ● Political Map ● Relative Location ● Scale ● Thematic Map
	<p><u>READING:</u></p> <p>RL 7.9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction us or alter history.</p> <p>RI 7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p><u>WRITING:</u></p> <p>W.7.2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>W.7.3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p><u>Speaking and Listening</u></p> <p>SL.7.1.b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roes as needed.</p> <p><u>Mathematical Practices</u></p> <p>3. Construct viable arguments and critique the reasoning of others.</p>	 <p>COMMUNICATION</p>  <p>CAREER</p>  <p>SELF & SOCIAL AWARENESS</p>		

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1 st Quarter (1.5 Weeks)	Unit 2: U.S. Maps			
Resources: - Different sources from internet - Laptops - PowerPoint presentation - Smart board - Textbook (McGraw Hill) - Online - McGraw Hill website - rulers and compass - blank 50 states U.S. map - large U.S. map, 8"X10" U.S. map, Rand McNally Road Atlas - puzzles for U.S. 50 states	AZ SOCIAL STUDIES STANDARDS: <ul style="list-style-type: none"> • Strand 4: Geography. • Concept 1: The World in Spatial Terms: <ul style="list-style-type: none"> ○ PO 1. Construct maps, charts, and graphs to display geographic information. ○ PO 2. Identify purposes and differences of maps, globes, aerial photographs, charts, and satellite images. ○ PO 3. Interpret maps, charts, and geographic databases using geographic information. ○ PO 4. Locate physical and cultural features (e.g., continents, cities, countries, significant waterways, mountain ranges, climate zones, major water bodies, landforms) throughout the world. ○ PO 5. Interpret thematic maps, graphs, charts, and databases depicting various aspects of the United States and world regions. 	<ul style="list-style-type: none"> • How to locate different states in America? • How do you label all the states in America? • How did borders of the states? • What kind of maps are these? • How do you picture the United States in the future? 	Students will be able to: <ul style="list-style-type: none"> • Accurately list the 50 state • Explain where states are across the country • Formulate an accurate U.S. map • List the regions of the country • Label the U.S. states • Design a map of the United States • Identify geographical features on U.S. maps • Analyze and critique U.S. maps. • Formulate a map of U.S. using latitude and longitude 	<ul style="list-style-type: none"> • Legend (geography) • Longitude • Physical Map • Political Map • Relative Location • Scale • Thematic Map • Compass Rose • Contour Map • United States • Borders • States

	<ul style="list-style-type: none"> ● Strand 4: Geography. ● Concept 1: The World in Spatial Terms: <ul style="list-style-type: none"> ○ PO 1. Describe the human and physical characteristics of places and regions. ○ PO 2. Explain the concept of regions and why they change. ○ PO 3. Compare the historical and contemporary interactions among people in different places and regions. ○ PO 4. Describe how a place changes over time. (Connect with content studied.) 			
	<p><u>READING:</u> RL 7.9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction us or alter history.</p> <p>RI 7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p><u>WRITING:</u> W.7.2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>W.7.3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p><u>Speaking and Listening</u> SL.7.1.b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roes as needed.</p> <p><u>Mathematical Practices</u> 3. Construct viable arguments and critique the reasoning of others.</p>			

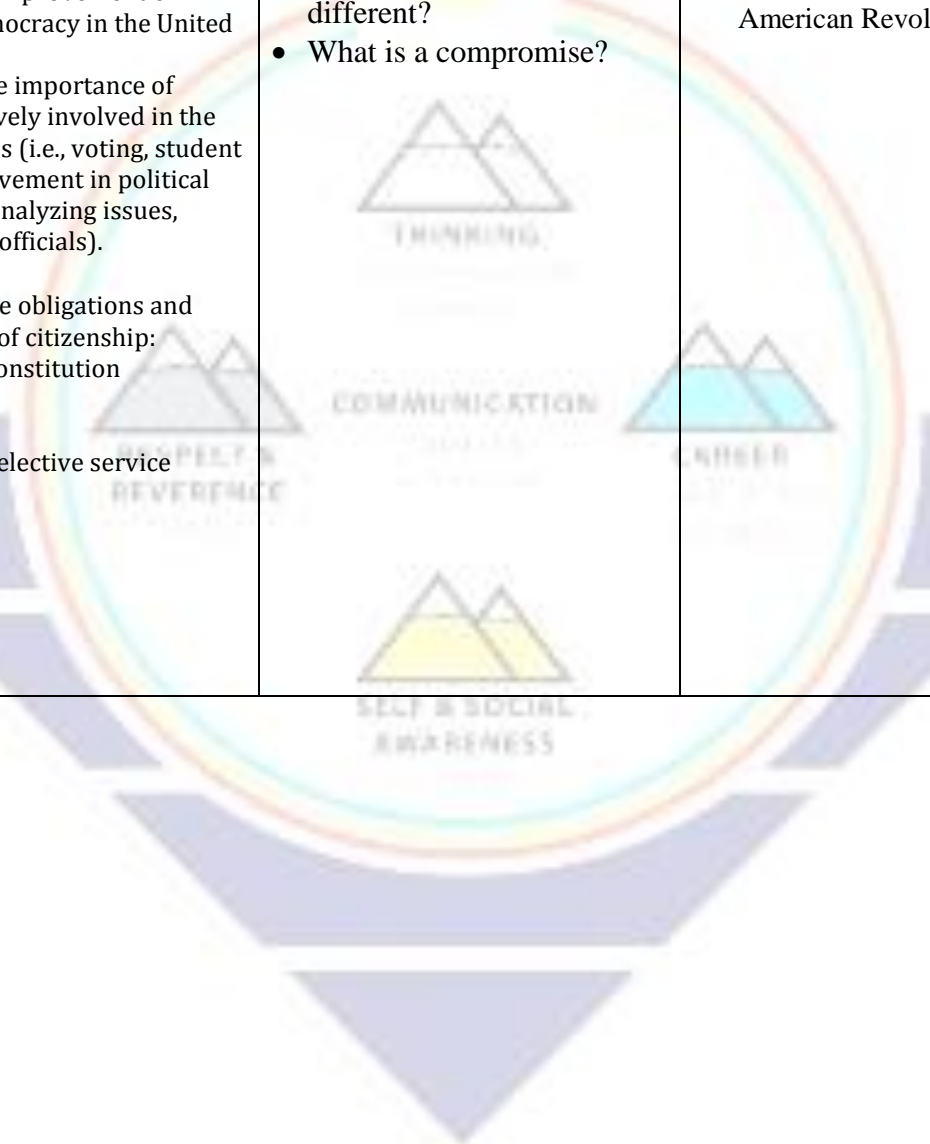
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Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
1 st Quarter (3 Weeks)	Unit 3: U.S. Government/ Founding Fathers	<ul style="list-style-type: none"> Should the colonists fight for independence or not? What would you say to other people to try to convince them to make the same decision? Does the document describe what was going on in the colonies at that time? What statements in the Declaration of Independence are important values in a democracy? Why do you think that many African Americans give their loyalties to the British? What does the term “home-court advantage” mean? Why were the people so careful to limit the power of the governor and the legislature? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Explain the first 10 Amendments I will be able to use multiple sources of information to form the U.S. government I will be able to design explanation of the different forms of government. I will be able to Analyze U.S. Constitution Demonstrate one of the rights citizens have Design a illustration of the branches of government Identify the different powers of the branches Accurately explain each branch of the government Analyze the Bill of Rights Form logical arguments and formulate Amendments 	<ul style="list-style-type: none"> Preamble Recruit Compromise Amend Judicial branch Checks and balances Legislative branch Executive branch Electoral college Separation of powers Due process Constitution Bill of Rights Capital Democracy Electoral College Exports Founders Separation of Powers
<p>Resources:</p> <ul style="list-style-type: none"> - Different sources from internet - Laptops - PowerPoint presentation - Smart board - Textbook (McGraw Hill) - Online - McGraw Hill website -Project 3 branches of government 	<p><u>AZ SOCIAL STUDIES STANDARDS:</u></p> <ul style="list-style-type: none"> Strand 3: Civics/Government Concept 1: Foundations of Government: <ul style="list-style-type: none"> PO 1. Analyze the significance of the principles and ideals of the following documents: <ul style="list-style-type: none"> Bill of Rights (as related to specific time periods) Emancipation Proclamation Concept 2: Structure of Government: <ul style="list-style-type: none"> PO 1. Describe how the powers of checks and balances are used in the following: <ul style="list-style-type: none"> Impeachment Declaring war Treaties Veto Judicial review Concept 4: Rights, Responsibilities, and Roles of Citizenship: <ul style="list-style-type: none"> PO 1. Describe the benefits of community service. 			

	<ul style="list-style-type: none"> ○ PO 2. Discuss the character traits (e.g., respect, responsibility, fairness, involvement) that are important to the preservation and improvement of constitutional democracy in the United States ○ PO 3. Describe the importance of citizens being actively involved in the democratic process (i.e., voting, student government, involvement in political decision making, analyzing issues, petitioning public officials). • PO 4. Explain the obligations and responsibilities of citizenship: <ol style="list-style-type: none"> a. upholding the Constitution b. obeying the law c. paying taxes d. registering for selective service e. jury duty 	<ul style="list-style-type: none"> • How are the Constitution and Articles of Confederation similar and different? • What is a compromise? 	<ul style="list-style-type: none"> • Explain the different Amendments • Identify the opposing sides in the American Revolution 	
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	<p><u>READING:</u></p> <p>RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><u>WRITING:</u></p> <p>W.7.1b Support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text</p> <p><u>Speaking and Listening</u></p> <p>SL.7.1.b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p><u>Mathematical Practices</u></p> <p>None</p>		
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2 nd Quarter (5-6 Weeks)	Unit 4: Slavery/Civil War- American History	<ul style="list-style-type: none"> How did people, places and things affect the outcome of the Civil War? Why did each side in the Civil War think the war would be won easily? What were the strengths and weaknesses of the North and South? How did each side in the war try to gain an advantage over the other? Why did neither the North nor the South gain a strong advantage during the early years of the War? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Identify events that led to the Civil War Analyze the factors of Underground Railroad Evaluate sectionalism Analyze westward expansion Determine reasons for firing on Fort Sumter Analyze results of Missouri Compromise Determine results of major battles Describe political leaders of Civil War Design an illustration of the Civil War map Design a timeline of events in the Civil War Accurately explain the results of the War Analyze the two sides in the war 	<ul style="list-style-type: none"> Fort Sumter Border States Cotton Diplomacy Stonewall Jackson Bull Run George McClellan Robert E. Lee Battle of Antietam Ironclads Ulysses S. Grant Battle of Shiloh David Farragut Siege at Vicksburg Emancipation Proclamation Contraband Infantry Copperheads Clara Barton Pickett's Charge George Pickett
<p>Resources:</p> <ul style="list-style-type: none"> Different sources from internet Laptops PowerPoint presentation Smart board Textbook (McGraw Hill) <ul style="list-style-type: none"> Online McGraw Hill website maps of U.S. slave states and free states for 1820, 1850, 1861 economic map 1861 resources and industries free states, and slave states <i>Life of a Slave Girl</i>, Harriet Jacobs <i>The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa,</i> 	<p><u>AZ SOCIAL STUDIES STANDARDS:</u> Strand 1: American History Concept 6: Civil War and Reconstruction:</p> <ul style="list-style-type: none"> PO 1. Analyze the factors leading to the Civil War: <ol style="list-style-type: none"> role of abolitionists and Underground Railroad Sectionalism and States' Rights Westward expansion Missouri and 1850 Compromises Dred Scott Decision Kansas-Nebraska Act PO 2. Determine the significance of the following events of the Civil War: <ol style="list-style-type: none"> firing on Fort Sumter major battles – Bull Run, Antietam, Vicksburg, Gettysburg Enactment of the Emancipation Proclamation Sherman's march surrender at Appomattox 			

<p><i>the African</i>. Written by Himself -National Park Service websites for Gettysburg National Battlefield, Shiloh National Battlefield, Chancellorsville, and Fort Sumter</p>	<ul style="list-style-type: none"> • PO 3. Describe significance of the following individuals or groups in the Civil War: <ol style="list-style-type: none"> a. political leaders (i.e., Abraham Lincoln, Jefferson Davis) b. military leaders (e.g., Robert E. Lee, Ulysses S. Grant, William Tecumseh Sherman, Thomas “Stonewall” Jackson) c. role of African-Americans d. role of Women <p><u>READING:</u></p> <p>RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><u>WRITING:</u></p> <p>W.7.1b Support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text</p> <p><u>Speaking and Listening</u></p> <p>SL.7.1.b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p><u>Mathematical Practices</u></p> <p>None</p>	<ul style="list-style-type: none"> • What were the causes and effects of the Emancipation Proclamation? • What social, political and economic changes resulted from the war? • How did Lincoln and his generals turn the tide of the war? • How did the events at Gettysburg and Vicksburg change the course of the War? 	<ul style="list-style-type: none"> • Form logical arguments and formulate victor • Explain the different soldiers 	<ul style="list-style-type: none"> • Gettysburg Address • Abraham Lincoln • Total War • Appomattox Courthouse • Confederacy •
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<p>2nd Quarter (2-3 Week)</p> <p>Resources:</p> <ul style="list-style-type: none"> - Different sources from internet - Laptops - PowerPoint presentation - Smart board - Textbook (McGraw Hill) <ul style="list-style-type: none"> - Online - McGraw Hill website -photo essay segregation and Jim Crow South -posters for 13th, 14th, 15th Amendments -Cotton in My Sack: Project on Sharecropping Economics 	<p>Unit 5: Rebuilding/ Reconstruction- American History</p> <p><u>AZ SOCIAL STUDIES STANDARDS:</u> Strand 1: American History Concept 6: Civil War and Reconstruction:</p> <ul style="list-style-type: none"> • PO 5. Describe the impact of various events and movements that influenced Reconstruction: <ol style="list-style-type: none"> a. Lincoln’s assassination b. Ku Klux Klan and the development of Jim Crow laws c. Freedmen’s Bureau d. Civil War Constitutional Amendments e. industrialization • PO 6. Describe the basic provisions of the Thirteenth, Fourteenth, and Fifteenth Amendments. 	<ul style="list-style-type: none"> • What were the short term and long term effects of the Civil War? • How did a deeply divided nation move forward after the Civil War? • How did the nation try to solve the key problems facing the nation after the Civil War? • How did disagreements over Reconstruction lead to conflict in government and in the South? • What were the successes and failures of Reconstruction? • What tasks were necessary to accomplish Reconstruction? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify events that led to the Civil War • Analyze the factors of Underground Railroad • Evaluate sectionalism • Analyze westward expansion • Determine reasons for firing on Fort Sumter • Analyze results of Missouri Compromise • Determine results of major battles • Describe political leaders of Civil War • Design an illustration of the Civil War map • Design a timeline of events in the Civil War • Accurately explain the results of the War • Analyze the two sides in the war • Form logical arguments and formulate victor • Explain the different soldiers 	<ul style="list-style-type: none"> • Reconstruction • Ten percent plan • Thirteenth Amendment • Amendment • Andrew Jackson • Fourteenth Amendment • Amnesty • Radical • Black codes • Impeach • Fifteenth Amendment • Scalawag • Carpetbagger • Corruption • Share-cropping • Cash crop • Poll Tax • Literacy test • Segregation • Jim Crow Laws

<p><u>READING:</u></p> <p>7 RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>7 RH.5. Describe how a text presents information (e.g., sequentially, comparatively, and/or causally).</p> <p><u>WRITING:</u></p> <p>7.WHST.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> • Produce clear and coherent functional writing (e.g., formal letters, envelopes, procedures, labels, timelines, graphs/tables, experiments, maps, captions, charts, diagrams) in which the development, organization, and style are appropriate to task, purpose, and audience. <p>7 WHST.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p><u>Speaking and Listening</u> SL.7.1.b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p><u>Mathematical Practices</u> None</p>		<ul style="list-style-type: none"> • Lynching • Klu Klux Klan • Discrimination • Civil Rights •
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3 rd Quarter (2-3 Weeks)	Unit 6: Industrial Era/ Immigration			
Resources: <ul style="list-style-type: none"> - Different sources from internet - Laptops - PowerPoint presentation - Smart board - Textbook (McGraw Hill) - Online - McGraw Hill website - <i>How the other Half Lives</i>, Jacob Riis - <i>The Industrial Revolution for Kids: The People and Technology That Changed the World</i>, by Cheryl Mullenback - CNN website for child labor, and child slavery 	AZ SOCIAL STUDIES STANDARDS: Strand 1: American History Concept 7: Emergence of the Modern United States: <ul style="list-style-type: none"> • PO 1. Examine the reasons why people emigrated from their homelands to settle in the United States during the late 19th century. • PO 2. Describe how the United States was positively and negatively affected by factors and events resulting from the arrival of a large numbers of immigrants. • PO 3. Discuss how the Industrial Revolution in the United States was supported by multiple factors (e.g. geographic security, abundant natural resources, innovations in technology, available labor, global markets). • PO 4. Discuss the relationship between immigration and industrialization. 	<ul style="list-style-type: none"> • How did Industrialization increase the speed of change? • How did railroad expansion affect the United States economy? • How did the inventions of the late 1800's revolutionize society? • What conditions spurred the growth of industry? • How did Americans build fortunes in the oil and steel business? • How did big business change the workplace and give rise to labor unions? • What were the causes and effects of the rapid growth of cities? • How was the experience of immigrants both positive and negative? 	Students will be able to: <ul style="list-style-type: none"> • Determine the effect of the Industrial Revolution • Explain Western World growth • Identify technological advances that were made after the Civil War • Analyze the various event that influenced the Reconstruction • Describe provisions that were made to the Constitution after the Civil War • Explain the reason people emigrated to U.S. • Describe the positive and negative impact of emigrants to U.S. • Analyze the Industrial revolution in America • Analyze the impact of the industrialization. 	<ul style="list-style-type: none"> • Industrial Era • Urbanization • Middle Class • Labor • Inventions • Natural Resources • Global Markets • Rural • Union • Investment • Capital (physical and human) • Child Labor • Big Business • Corporation • Entrepreneur • Andrew Carnegie • Henry Ford • John D. Rockefeller • J.P. Morgan • Cornelius Vanderbilt • Thomas Edison

	<ul style="list-style-type: none"> • PO 5. Analyze the impact of industrialization on the United States: <ol style="list-style-type: none"> a. rural to urban migration b. factory conditions c. unions d. influence of big businesses • PO 6. Describe the following Progressive Reforms that resulted from the Industrial Revolution: <ol style="list-style-type: none"> a. labor unions b. Women’s Suffrage c. trust busting d. conservation of natural resources e. Temperance Movement • PO 7. Describe how innovations of the Industrial Revolution (e.g., manufacturing, textiles, transportation, improvements) contributed to U.S. growth and expansion. 	<ul style="list-style-type: none"> • What were some of the characteristics of the new wave of immigrants that arrived after 1865? • What were the causes and effects of the expanded educational system? 		<ul style="list-style-type: none"> • Jay Gould • Free enterprise • Monopoly • Trust • Industrialization • Strikes • Homestead Strike • Immigration • Emigrate • Standard of living • Philanthropist • Chinese Exclusion Act
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READING:

7 RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

7 RH.5. Describe how a text presents information (e.g., sequentially, comparatively, and/or causally).

WRITING:

7.WHST.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- Produce clear and coherent functional writing (e.g., formal letters, envelopes, procedures, labels, timelines, graphs/tables, experiments, maps, captions, charts, diagrams) in which the development, organization, and style are appropriate to task, purpose, and audience.

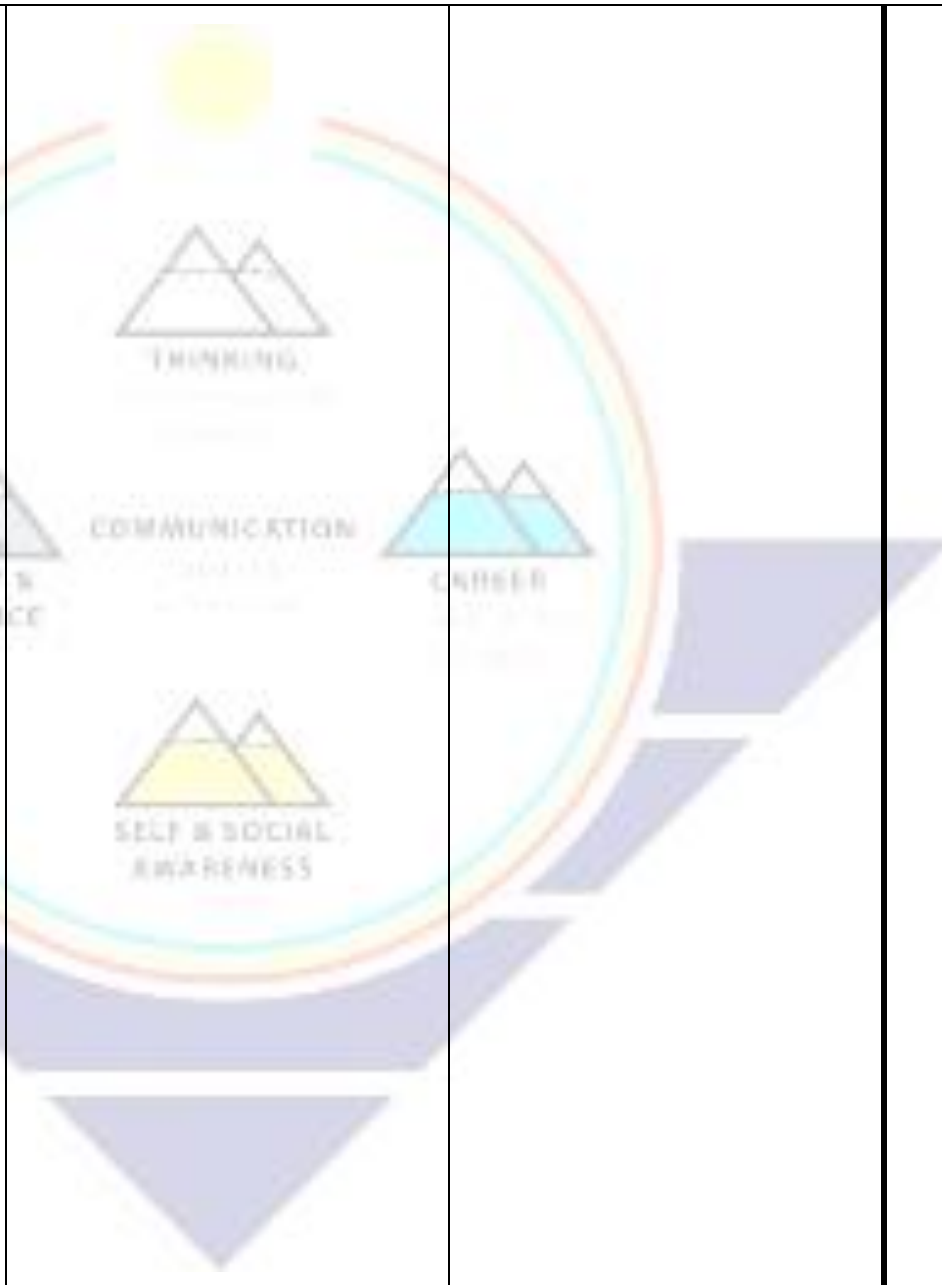
7 WHST.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Speaking and Listening

SL.7.1.b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

Mathematical Practices

1. Make sense of problems and persevere in solving them.



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<p>3rd Quarter (2-3 Weeks)</p> <p>Resources:</p> <ul style="list-style-type: none"> - Different sources from internet - Laptops - PowerPoint presentation - Smart board - Textbook (McGraw Hill) - Online - McGraw Hill website - political cartoons from the Gilded Age - primary sources for the Triangle Fire - <i>Rightfully Ours: How Women Won the Vote</i>, 21 Activities, Kerrie Logan Hollihan - <i>The Jungle</i>, Upton Sinclair 	<p>Unit 7: Progressive Era</p> <p><u>AZ SOCIAL STUDIES STANDARDS:</u> Strand 1: American History Concept 7: Emergence of the Modern United States:</p> <ul style="list-style-type: none"> • PO 8. Identify the following groups' contributions to the changing social and political structure of the United States: <ol style="list-style-type: none"> a. labor leaders (e.g., Samuel Gompers, Mother Jones) b. social reformers (e.g., Susan B. Anthony, Elizabeth Cady Stanton) c. industrialist (e.g., Andrew Carnegie, John D. Rockefeller) d. inventors (e.g., Thomas Edison, Henry Ford) e. Populists (e.g., William Jennings Bryan) f. Financiers (e.g., J.P. Morgan, Jay Gould) 	<ul style="list-style-type: none"> • How did Americans benefit from Progressive reforms? • How did political corruption lead to new ways of political thinking? • How did reformers go about changing the conditions for laborers and children? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Determine the effect of the Progressive Era • Identify technological advances that were made after the Progressive Era • Analyze the various event that influenced the Progressive Era • Describe the political corruption during the progressive era • Explain the reason people emigrated to U.S. • Describe the positive and negative impact of Progressive Era • Analyze the Progressive Era in America • Analyze the impact of the Progressive Era. 	<ul style="list-style-type: none"> • Political machine • Progressives • Muckrakers • Seventeenth Amendment • Recall • Initiative • Reform • Initiative • Reform • Referendum • Triangle Factory Fire • Nineteenth Amendment • W.E.B Du Bois • NAACP • Theodore Roosevelt • Pure Food and Drug Act • Conservation • William Howard Taft

	<p><u>READING:</u></p> <p>7 RH 6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p>7 RH 7. Conduct short research projects to answers a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>7 RH 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data</p> <p><u>WRITING:</u></p> <p>7.WHST.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p>7 WHST.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>7 WHST.8.</p> <p><u>Speaking and Listening</u> SL.7.1.b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roes as needed.</p> <p><u>Mathematical Practices</u> None</p>		<ul style="list-style-type: none"> • Progressive Party • Woodrow Wilson • Yellow Journalism • The Jungle •
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Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
<p>3rd Quarter (2-3 Weeks)</p> <p>Resources:</p> <ul style="list-style-type: none"> - Different sources from internet - Laptops - PowerPoint presentation - Smart board - Textbook (McGraw Hill) - Online - McGraw Hill website - <i>The Forbidden Book: The Philippine-American War in Political Cartoons</i>, by Abe Ignacio and Enrique de la Cruz (selected excerpts) - maps for Panama, Philippines, Spanish American 	<p>Unit 8: Imperialism Era</p> <p><u>AZ SOCIAL STUDIES STANDARDS:</u> Strand 1: American History Concept 7: Emergence of the Modern United States:</p> <ul style="list-style-type: none"> • PO 9. Describe the following factors that fostered the growth of American imperialism during the late 19th and early 20th centuries: <ol style="list-style-type: none"> a. desire for military strength b. interest in new markets c. need for inexpensive source of raw materials • PO 10. Analyze the United States' expanding role in the world during the late 19th and early 20th centuries: <ol style="list-style-type: none"> a. Spanish American War b. Panama Canal c. Alaska and Hawaii d. Open Door Policy e. China – Boxer Rebellion 	<ul style="list-style-type: none"> • How did America's growing power affect its relationships with other nations? • Why did the United States extend its influences to other regions in the 1800's? • Why did the United States expand its role in the Pacific? • How did the Spanish American War help the United States to become a world power? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Determine the effect of the Imperialism Era • Identify technological advances that were made after the Imperialism Era • Analyze the various event that influenced the Imperialism Era • Describe the political corruption during the Imperialism Era • Explain the reason people emigrated to U.S. • Describe the positive and negative impact of Imperialism Era • Analyze the Imperialism Era in America • Analyze the impact of the Imperialism Era. 	<ul style="list-style-type: none"> • Imperialism • Isolationism • William H. Seward • Queen Liliuokalani • Spheres of Influence • Open Door Policy • Boxer Rebellion • Yellow journalism • Platt Amendment • Panama Canal • Roosevelt Corollary • Canal • Roosevelt Corollary • Dollar diplomacy • Mexican Revolution

<p>War, Alaska, and Hawaii -photographs of the Panama canal under construction, and the canal today -Political cartoons Theodore Roosevelt, the Great White Fleet, Dollar Diplomacy</p>	<p><u>READING:</u></p> <p>7 RH 6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p>7 RH 7. Conduct short research projects to answers a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>7 RH 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data</p> <p><u>WRITING:</u></p> <p>7.WHST.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p>7 WHST.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>7 WHST.8.</p> <p><u>Speaking and Listening</u> SL.7.1.b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roes as needed.</p> <p><u>Mathematical Practices</u> None</p>			
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Ganado Unified School District

(Social Studies/ 7th Grade)

PACING Guide SY 2014-2015

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
3 rd – 4 th Quarter (4-5 Weeks)	Unit 9: World War I	<ul style="list-style-type: none"> How did militarism contribute to the outbreak of World War I? Why did the United States enter World War I? How did the United States help the Allies win World War I? How did the United States mobilize its forces to fight the war? Why did Wilson’s plan for peace fail? 	Students will be able to: <ul style="list-style-type: none"> Identify events that led to the World War I Analyze the different forms of government Evaluate different forms of government Analyze Treaty of Versailles Determine rise of totalitarianism Analyze results of Industrial Revolution Determine results immigration and industrialization Describe urban migration Design an illustration of WWI Design a timeline of events in WWI Accurately explain the results Industrialization Analyze different sides of WWI Form logical arguments and formulate discussion about different governments 	<ul style="list-style-type: none"> Militarism Archduke Francis Ferdinand Mobilize Central Powers Allied Powers Trench Warfare Stalemate U-boats Lusitania Zimmerman telegram Selective Service Act Liberty bonds National War Labor Board American Expeditionary Force Communists League of Nations Reparations Treaty of Versailles
Resources: <ul style="list-style-type: none"> Different sources from internet Laptops PowerPoint presentation Smart board Textbook (McGraw Hill) Online McGraw Hill website North American Indians in the Great War, Susan Applegate Kraus History Channel interactive website for World War I diagrams for trenches in WW1 Map of Europe in 1914, and 1919 map of the Great Migration 	AZ SOCIAL STUDIES STANDARDS: Strand 1: American History Concept 7: Emergence of the Modern United States: <ul style="list-style-type: none"> PO 12. Describe the following events that led to United States involvement in World War I: <ol style="list-style-type: none"> shift away from isolationism sinking of the Lusitania Zimmermann Telegram PO 13. Describe important events associated with World War I: <ol style="list-style-type: none"> anti-German feelings in the United States passing of the Selective Service Act migration of African-Americans to the north Wilson’s Fourteen Points controversy over the Treaty of Versailles Strand 2: World History Concept 8: World at War: <ul style="list-style-type: none"> PO 1. Explain how the following world movements led to World War I: <ol style="list-style-type: none"> militarism imperialism nationalism 			

<p>-samples of War Propaganda Posters -student project posters on 8"X10" paper -colored pencils and markers</p>	<p>d. formation of alliances</p> <ul style="list-style-type: none"> • PO 2. Summarize the outcomes of World War I: <ul style="list-style-type: none"> a. Treaty of Versailles (e.g., restrictions on Germany, end of the Ottoman Empire, redrawing of European boundaries) b. economic issues (e.g., national debt, spread of socialism) • PO 3. Describe the rise of totalitarianism in Europe following World War I: <ul style="list-style-type: none"> a. Italy under Mussolini b. Germany under Hitler c. Soviet Union under <p><u>READING:</u></p> <p><u>7 RH 6.</u> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p><u>7 RH 7.</u> Conduct short research projects to answers a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p><u>7 RH 8.</u> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data</p>		<ul style="list-style-type: none"> • Henry Cabot Lodge
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WRITING:

7.WHST.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

7 WHST.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

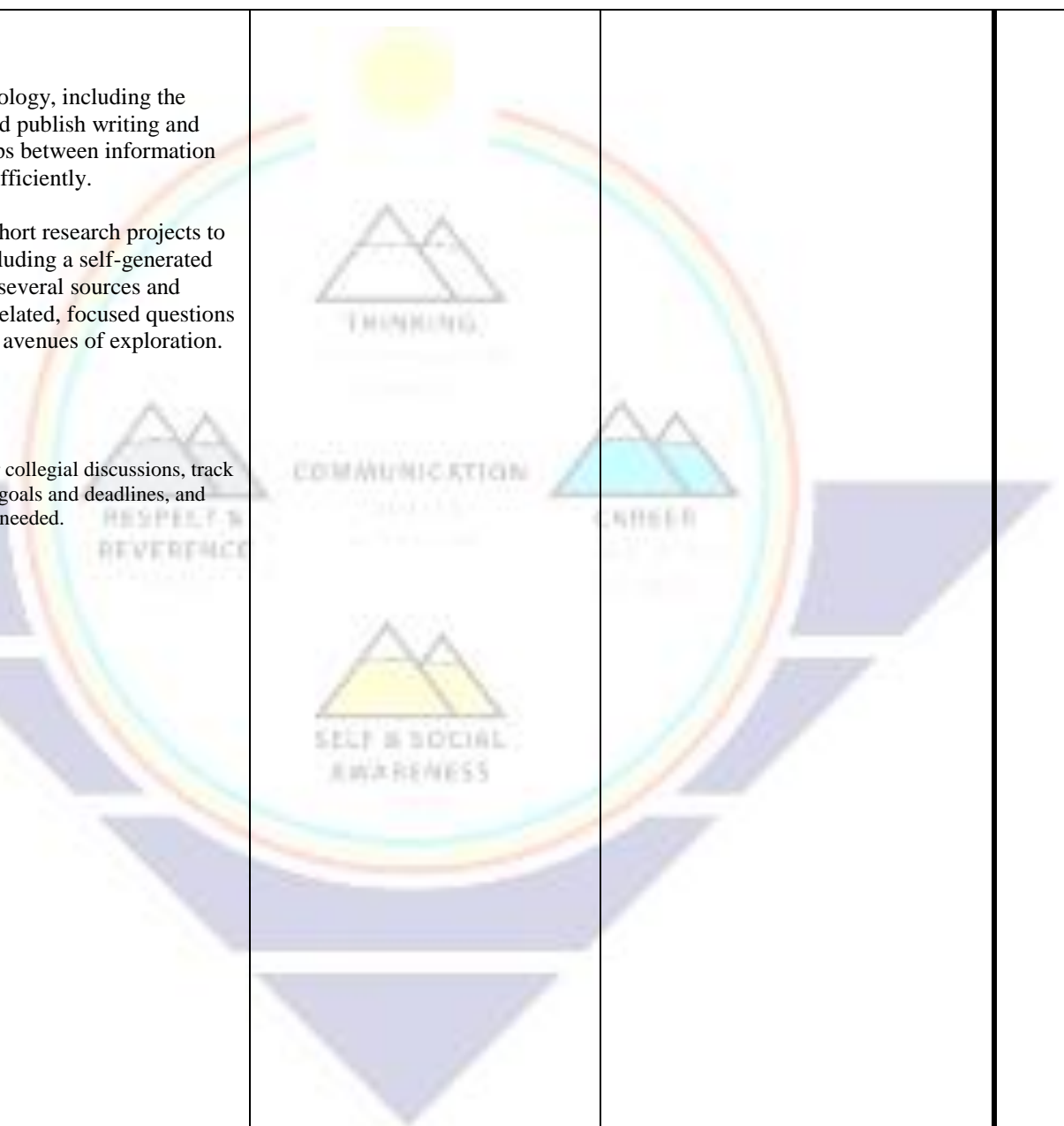
7 WHST.8.

Speaking and Listening

SL.7.1.b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

Mathematical Practices

None



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<p>4th Quarter (4-5 Weeks)</p> <p>Resources:</p> <ul style="list-style-type: none"> - Different sources from internet - Laptops - PowerPoint presentation - Smart board - Textbook (McGraw Hill) - Online - McGraw Hill website - PBS.com site for Dust Bowl - History Channel website for Great Depression - PBS.org timeline for Civilian Conservation Corps - PBS.org the Dust Bowl - History.com the Great Depression 	<p>Unit 10: Roaring Twenties & The Great Depression</p> <p><u>AZ SOCIAL STUDIES STANDARDS:</u> Strand 1: American History Concept 8: The Great Depression and World War II:</p> <ul style="list-style-type: none"> • PO 2. Determine the impact of natural and manmade crises (e.g., unemployment, food lines, the Dust Bowl and the western migration of Midwest farmers) of the Great Depression. • PO 3. Describe how the following New Deal programs affected the American people: <ul style="list-style-type: none"> • works programs (e.g., WPA, CCC, TVA) • farm subsidies • Social Security • PO 4. Describe how Pearl Harbor led to United States involvement in World War II. • PO 5. Describe the impact of World War II on economic recovery from the Great Depression. 	<ul style="list-style-type: none"> • Sequence the chain of events that lead to the great depression. • What evidence can you list for the great depression effects of the standard of living on the people before, during and after the great depression? • What evidence can you list that shows war can stimulate a struggling economy? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify events that led to the World War I • Analyze the different forms of government • Evaluate different forms of government • Analyze Treaty of Versailles • Determine rise of totalitarianism • Analyze results of Industrial Revolution • Determine results immigration and industrialization • Describe urban migration • Design an illustration of WWI • Design a timeline of events in WWI • Accurately explain the results Industrialization • Analyze different sides of WWI • Form logical arguments and formulate discussion about different governments 	<ul style="list-style-type: none"> • Credit • Deflation • Exports • Imports • Inflation • Interest • Investment • Market • Microeconomics • Price floors • Price ceilings • Quota • Scarcity • Stocks • Stock Market • Black Tuesday • Capital

	<p><u>Strand 4: Geography</u> Concept 5: Environment and Society:</p> <ul style="list-style-type: none"> • PO 1. Identify the physical processes (e.g., conservation of natural resources, mining, water distribution in Arizona) that influence the formation and location of resources. <p><u>Strand 5: Economics</u> Concept 3: Macroeconomics:</p> <ul style="list-style-type: none"> • PO 1. Describe the effects of inflation (e.g., higher prices, rising interest rates, less business activity) on society. • PO 2. Analyze the effects (e.g., inflation, unemployment) of the Great Depression. • PO 3. Analyze the government’s role (e.g., FDIC, Securities and Exchange Commission) in national economic recovery. • PO 4. Describe how scarcity influences the choices (e.g., war time rationing, women in the work force, reallocation of resources) made by governments and businesses. 			
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	<p><u>READING:</u></p> <p>7 RH 6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p>7 RH 7. Conduct short research projects to answers a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>7 RH 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data</p> <p><u>WRITING:</u></p> <p>7.WHST.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p>7 WHST.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>7 WHST.8.</p> <p><u>Speaking and Listening</u> SL.7.1.b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roes as needed.</p> <p><u>Mathematical Practices</u> None</p>			
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Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
1 st --4 th Quarter (40 Weeks)	Unit 11: Economics/ Classroom Economy	<ul style="list-style-type: none"> How do you formulate a budget? What is economics? How does economics affect individually? How do you budget resources? How do you allocate resources? How do you share limited resources? What is opportunity cost? How do you weigh opportunity costs? What impact does the government have on money? How does individuals affect economics? How does the market work? 	Students will be able to: <ul style="list-style-type: none"> Identify how economics works Form a budget Evaluate economic behavior Explain inflation Explain limited resources Compare limited resources vs. unlimited resources Analyze how scarcity influence decisions Analyze opportunity cost and its influence decisions Analyze tradeoffs that influence decisions Identify how government makes choices based on resources Analyze market economy Compare property rights and costs Evaluate different economic behaviors 	<ul style="list-style-type: none"> Balance of payments Budget Balances Checks Public good Credit Demand Supply Exchange rate Income Inflation Interest Insurance Market Microeconomics Opportunity Cost Taxes Economics Resources Tariff
Resources: <ul style="list-style-type: none"> - Different sources from internet - Laptops - PowerPoint presentation - Smart board + - - Textbook (McGraw Hill) - Online <ul style="list-style-type: none"> - McGraw Hill website -sample checkbook and balance worksheets -Federal Reserve Bank of St Louis teaching sources, The Lincoln \$5 note, and Ben Franklin, Highlighting the Printer (how money is an invention) -monopoly money 	AZ SCIENCE STANDARDS: <ul style="list-style-type: none"> • Strand 5: Economics • Concept 1: Foundations of Economics: <ul style="list-style-type: none"> ○ PO 1. Explain how limited resources and unlimited human wants cause people to choose some things and give up others. ○ PO 2. Analyze how scarcity, opportunity costs, and trade-offs influence decision making. ○ PO 3. Identify how governments and businesses make choices based on the availability of resources. ○ PO 4. Describe the characteristics of a market economy: <ul style="list-style-type: none"> ○ property rights ○ freedom of enterprise ○ competition ○ consumer choice ○ limited role • Concept 2: Microeconomics: <ul style="list-style-type: none"> ○ PO 1. Identify the functions and relationships among various institutions (e.g., business firms, banks, government agencies, labor unions, corporations) that make up an economic system. 			

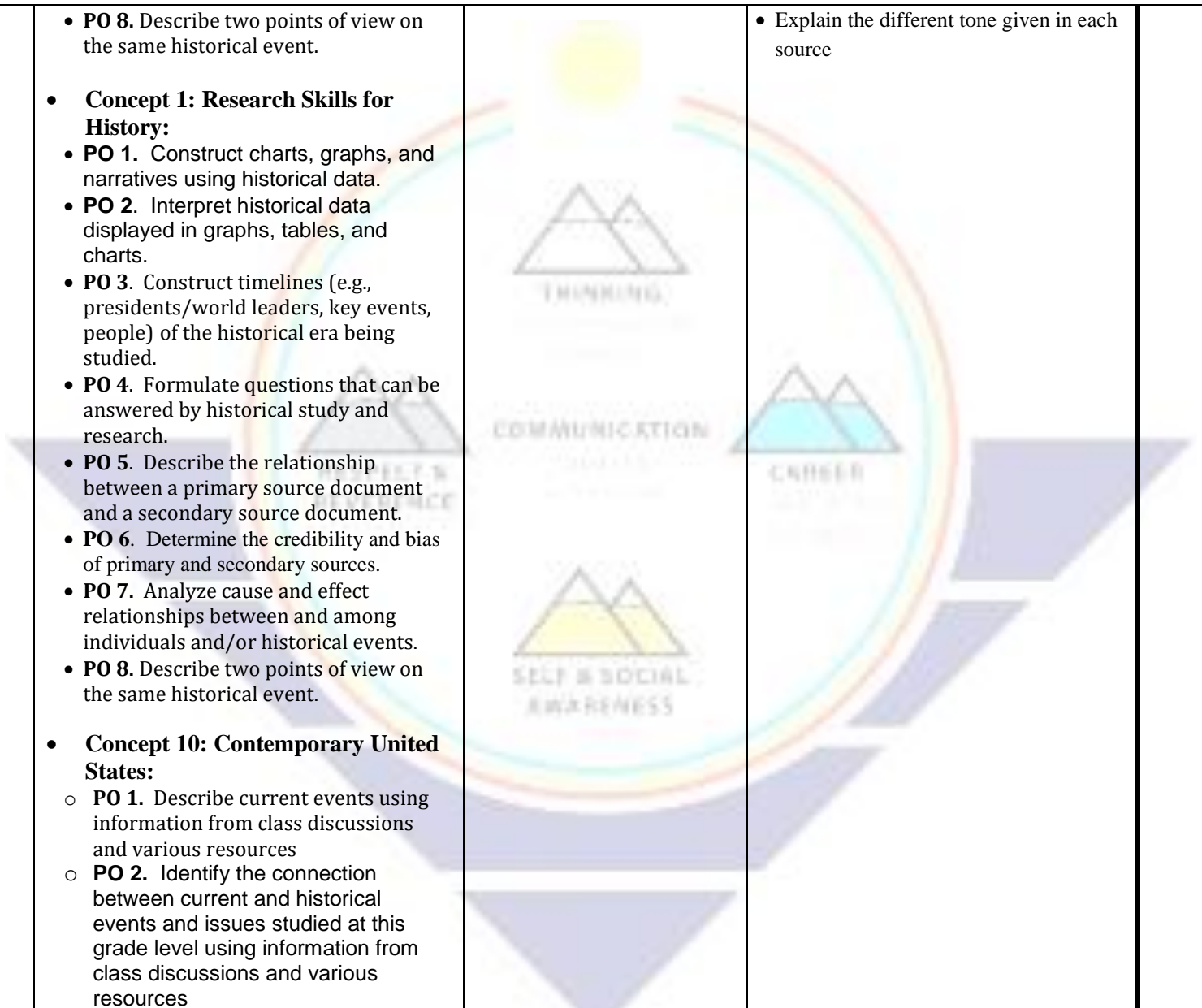
	<ul style="list-style-type: none"> ○ PO 2. Describe how (private) investment in human capital such as health (e.g. immunizations), education (e.g., college), and training of people (e.g., on the job experience), leads to economic growth. ○ PO 3. Describe how investment in physical capital ● Concept 5: Personal Finance: <ul style="list-style-type: none"> ● PO 1. Describe how scarcity influenced the historical times studied. ● PO 2. Describe how scarcity influences personal financial choices (e.g., buying on-margin, budgeting, saving, investing, credit). ● PO 3. Describe how income for most people is determined by the value of the goods and services they sell. ● PO 4. Describe types of personal investments (e.g., saving accounts, stocks, bonds). 		<ul style="list-style-type: none"> ● Explain investment 	
	<p><u>READING:</u> RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>WRITING:</u> W.7.1b Support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text</p> <p><u>Speaking and Listening</u> SL.7.1.b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p><u>Mathematical Practices</u> 1. Make sense of problems and persevere in solving them. 3. Construct viable arguments and critique the reasoning 4. Model with mathematics 6. Attend to precision</p>			

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1 st – 4 th Quarter (40 Week)	UNIT 12: Primary vs. Secondary	<ul style="list-style-type: none"> Identify differences in Primary and Secondary sources? What is a primary source? How do you identify the difference sources? What is a secondary source? How do you identify opinion in sources? How do you explain the tone of the writer in different articles? What are the benefits of the different sources? 	Students will be able to: <ul style="list-style-type: none"> Identify events that led to the Civil War Identify the difference between primary and secondary sources Evaluate different forms of writing Explain bias in articles Use multiple sources of information to form an opinion about an event Design explanation of the different forms of sources. Analyze Primary and Secondary sources Demonstrate one of the rights citizens have Design an illustration of each source Identify the different structures of sources Accurately explain each source Analyze different sources Form logical explaining why an articles is a primary or secondary source 	<ul style="list-style-type: none"> Primary Source Source Secondary Source Bias Opinion Article Paper Document Diaries Journals Autobiographies Biographies B.C. B.C.E.
Resources: <ul style="list-style-type: none"> - Different sources from internet - Laptops - PowerPoint presentation - Smart board - Textbook (McGraw Hill) - Online <ul style="list-style-type: none"> - McGraw Hill website 	AZ SOCIAL STUDIES STANDARDS: <ul style="list-style-type: none"> Strand 1: American History Concept 1: Research Skills for History: <ul style="list-style-type: none"> PO 1. Construct charts, graphs, and narratives using historical data. PO 2. Interpret historical data displayed in graphs, tables, and charts. PO 3. Construct timelines (e.g., presidents/world leaders, key events, people) of the historical era being studied. PO 4. Formulate questions that can be answered by historical study and research. PO 5. Describe the relationship between a primary source document and a secondary source document. PO 6. Determine the credibility and bias of primary and secondary sources. PO 7. Analyze cause and effect relationships between and among individuals and/or historical events. 			

	<ul style="list-style-type: none"> • PO 8. Describe two points of view on the same historical event. • Concept 1: Research Skills for History: <ul style="list-style-type: none"> • PO 1. Construct charts, graphs, and narratives using historical data. • PO 2. Interpret historical data displayed in graphs, tables, and charts. • PO 3. Construct timelines (e.g., presidents/world leaders, key events, people) of the historical era being studied. • PO 4. Formulate questions that can be answered by historical study and research. • PO 5. Describe the relationship between a primary source document and a secondary source document. • PO 6. Determine the credibility and bias of primary and secondary sources. • PO 7. Analyze cause and effect relationships between and among individuals and/or historical events. • PO 8. Describe two points of view on the same historical event. • Concept 10: Contemporary United States: <ul style="list-style-type: none"> ○ PO 1. Describe current events using information from class discussions and various resources ○ PO 2. Identify the connection between current and historical events and issues studied at this grade level using information from class discussions and various resources 		<ul style="list-style-type: none"> • Explain the different tone given in each source 	
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	<ul style="list-style-type: none"> ○ PO 3. Describe how key political, social, geographic, and economic events of the late 20th century and early 21st century affected, and continue to affect, the United States. 			
	<p>READING:</p> <p>6-8.RH.1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>6-8.RH.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>			
	<p>WRITING:</p> <p>6-8.WHST.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>6-8.WHST.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>			