

LITCHFIELD PUBLIC SCHOOLS
Core Curriculum Scope and Sequence
7th Grade

	CT Frameworks/ Standards *Grade 8 Content Standards; Grade 7 Literacy & Application Standards	Content and Skill Objectives Students will be able to:	Assessments	Resources
<p>Unit 1: Roots of American History</p> <p>Weeks: 6</p>	<p>CT 1.4.14 Examine how geography influenced the economic and political development of the United States</p> <p>CT 1.12.24 Identify and analyze specific factors that promoted growth and economic expansion in the United States</p> <p>CT 2.1.1 Gather information from thematic maps</p> <p>CT 2.3.6 Organize information in outlines and graphic organizers</p> <p>CT 2.5.8 Create maps of areas, regions or nations and provide relevant information</p> <p>CT 3.1.1 Use evidence to describe and/or predict the impact of history on a nation's policies or behavior</p>	<ul style="list-style-type: none"> • Discuss the development of early cultures in North America • Describe how people lived in different culture areas of North America • Discuss how exploration set off a global exchange of goods and services • Name the areas the Spanish, French, Dutch, and English explored and describe how rivalries developed • Identify challenges faced by the first English colonies in North America • Describe how Virginia began a tradition of representative government • Discuss life in the New England, Middle, and Southern Colonies • Explain why and how each colony was founded • Describe interactions between Europeans, Native Americans, and Africans in the colonies • Identify key points on thematic maps of North America • Identify main ideas from secondary source readings • Use evidence to make educated 	<p>North American Native American Group Project</p> <p>European Explorers Project</p> <p>Colonial Mapping (Rivers, Lakes, Cities, Colonies)</p> <p>English Colonies Project</p> <p>Guided Reading Reviews</p> <p>Text Workbook and Quizzes</p> <p>Text Section Assessment Questions</p> <p>Chapter Tests</p>	<p>Textbook: The American Nation</p> <p>Primary Sources: Workbook Resources: Connecting History and Literature:</p> <ul style="list-style-type: none"> • <i>This Land Is Your Land, Woody Guthrie</i> • <i>The Girl Who Hunted Rabbits, Zuni Legend</i> • <i>Of Plymouth Plantation, William Bradford</i> • <i>Upon the Burning of Our House, Anne Bradstreet</i> <p>Map Skills:</p> <ul style="list-style-type: none"> • Many Rivers to Cross • Who Were the Cliff Dwellers? • What Happened to John Smith?

	<p>Technology Standards:</p> <p>1.8.1 Clearly restate the scope and criteria for a given task, independently</p> <p>1.8.2 Identify and discuss existing knowledge concerning a given task, without prompting</p> <p>2.8.6 Select and use appropriate resources and/or equipment to accomplish a given task</p> <p>2.8.8 Demonstrate the ability to identify and use a variety of features to locate information using an Internet search engine or directory</p> <p>2.8.9 Identify key words for searching information sources, with minimal assistance</p> <p>3.8.3 Organize, analyze and synthesize information to draw meaningful conclusions and determine an appropriate format for presentation, with minimal assistance</p> <p>4.8.1 Create databases, spreadsheets, and a variety of</p>	<p>predictions in written and oral expression</p>	<p>Differentiation:</p> <ul style="list-style-type: none"> • Strategic grouping for projects • Less choices for multiple choice questions • Exact answers for word banks • Hint and key words for essays • Use graphic organizers/notes for essay questions • Five paragraph essay format and CAST format 	<ul style="list-style-type: none"> • Where to Plant Colonies <p>Films:</p> <ul style="list-style-type: none"> • Squanto: A Warriors Tale • America: The Story of Us • The Light in the Forest • Desperate Crossing: The Mayflower • In Search of History: The Middle Passage • Unsolved History: The Salem Witch Trials <p>Field Trips:</p>
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	<p>multimedia products to organize, analyze and interpret information</p> <p>4.8.2 Use appropriate technology(s) and format(s) to clearly present information gathered from a variety of print and non-print resources</p> <p>5.8.5 Demonstrate the use of technological resources to help plan, coordinate and complete group projects</p>			
	<p>CT Frameworks/ Standards *Grade 8 Content Standards; Grade 7 Literacy & Application Standards</p>	<p>Content and Skill Objectives Students will be able to:</p>	<p>Assessments</p>	<p>Resources</p>
<p>Unit 2: Revolutionary Era Weeks: 6</p>	<p>CT 1.1.4 Explain how specific individuals and their ideas and beliefs influenced US History</p> <p>CT 1.1.9 Evaluate the impact of the compromises made at the Constitutional Convention</p> <p>CT 1.7.17 Differentiate the functions (including checks and balances) of the United States' three branches of</p>	<ul style="list-style-type: none"> • Discuss the causes and outcomes of the French and Indian War • List the ways colonists reacted to Britain imposing new policies • Identify the new colonial leaders as the conflict with Britain escalated • Explain why tensions between colonists and Britain escalated into war • List the advantages each side had as it entered the war • Explain why Congress declared 	<p>Revolutionary War Map Quiz</p> <p>Patriot Poster and Essay Project</p> <p>Loyalist vs. Patriot: Point of View Writing Assignment</p> <p>Declaration of Independence Analysis</p>	<p>Textbook: The American Nation</p> <p>Primary Sources: Workbook Resources Connecting History and Literature:</p> <ul style="list-style-type: none"> • <i>Speech Against Writs of Assistance</i> • <i>To His Excellency, General</i>

	<p>government, using contemporary examples</p> <p>CT 1.9.19 Explain US citizens' rights and responsibilities under the Constitution</p> <p>CT 1.1.10 Analyze the connections among local, state and national historical events</p> <p>CT 2.2.4 Interpret maps and charts to draw conclusions about historical events</p> <p>CT 3.1.2 Evaluate the quality of evidence from various sources supporting a point of view</p> <p>Technology Standards: 1.8.4 Identify, locate and use an array of print and non-print resources available through the library media center independently, and with assistance, access resources outside the school</p> <p>2.8.2 Demonstrate the ability to navigate through a variety of software menus to access</p>	<p>independence</p> <ul style="list-style-type: none"> • Identify the location and significance of major Revolutionary War battles • Discuss why the Articles of Confederation ultimately failed • Explain the difficulties encountered during the Constitutional Convention and the outcomes • Identify the traditions of freedom that Americans inherited from previous governments and from their own colonial past • Discuss how and why the Bill of Rights was added to the Constitution • Explain how the Preamble defines the basic goals of the Constitution • List the powers of the legislative, executive, and judicial branches and how they check and balance each other • Describe the responsibilities of citizenship • Evaluate primary sources in order to understand people's decisions 	<p>Constitution and Bill of Rights Analysis</p> <p>Benjamin Tallmadge Archive Project</p> <p>Guided Reading Reviews</p> <p>Section Quizzes</p> <p>Chapter Tests</p> <p>Differentiation:</p> <ul style="list-style-type: none"> • Strategic grouping for projects • Less choices for multiple choice questions • Exact answers for word banks • Hint and key words for essays • Use graphic organizers/notes for essay questions • Five paragraph essay format and CAST format 	<p><i>Washington</i></p> <p>Map Skills:</p> <ul style="list-style-type: none"> • Why Fort Niagara? • Refugees of the Revolution <p>• Declaration of Independence</p> <p>• U.S. Constitution</p> <p>• Bill of Rights</p> <p>• Benjamin Tallmadge letters (Litchfield Historical Society)</p> <p>Films:</p> <ul style="list-style-type: none"> • Johnny Tremain • Unsolved History: The Boston Massacre • America: The Story of Us • Dear America: A Journey to the New World • Dear America: The Winter of Red Snow • The Revolution • <p>Field Trips:</p>
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	information for research, publication and communication			
	CT Frameworks/ Standards *Grade 8 Content Standards; Grade 7 Literacy & Application Standards	Content and Skill Objectives Students will be able to:	Assessments	Resources
Unit 3: The Early Republic Weeks: 2	<p>CT 1.1.6 Examine the significance of precedents established during the Federalist Era</p> <p>CT 2.2.2 Explain why one would use a primary or secondary source in a specific context</p> <p>Technology Standards:</p> <p>5.8.4 Demonstrate the ability to independently use personal productivity software and multimedia to create products in a wide range of formats (newsletters, budgets, brochures, imported graphics, web pages, digital movies, etc.)</p>	<ul style="list-style-type: none"> • Discuss the steps Washington, Adams, and Jefferson took to make the new government work • Explain why Washington and Adams wanted the nation to remain neutral in foreign affairs • Compare the political goals of Washington, Adams, and Jefferson • Discuss why political parties developed • Identify precedents that each branch of government set in the early republic • Decide on a course of action for the United States to take in 1812. • Discuss the purpose of the Monroe Doctrine • Choose relevant primary and secondary sources to support an answer to an historical question 	<p>The Early Republic Essay (CMT writing rubric)</p> <p>War of 1812 Congressional Committee Report</p> <p>Guided Reading Reviews</p> <p>Section Quizzes</p> <p>Chapter Tests</p> <p>Differentiation:</p> <ul style="list-style-type: none"> • Strategic grouping for projects • Less choices for multiple choice questions • Exact answers for word banks • Hint and key words for essays • Use graphic organizers/notes for essay questions 	<p>Textbook: The American Nation</p> <p>Primary Resources: Workbook Resources Connecting History and Literature:</p> <ul style="list-style-type: none"> • <i>Speech at Congressional Hearings</i> • <i>Hamilton's Letter to Washington</i> <p>Map Skills:</p> <ul style="list-style-type: none"> • Shifting Power in the House • Laying Out a City <p>Films:</p> <ul style="list-style-type: none"> • The American Presidents (1-3) • America: The Story of Us

			<ul style="list-style-type: none"> • Five paragraph essay format and CAST format 	<ul style="list-style-type: none"> • Great American Monuments: The White House • Save Our History: The Star Spangled Banner • <p>Field Trips:</p>
	CT Frameworks/ Standards <small>*Grade 8 Content Standards; Grade 7 Literacy & Application Standards</small>	Content and Skill Objectives Students will be able to:	Assessments	Resources
Unit 4: Era of Expansion Weeks: 4	<p>CT 1.1.8 Evaluate the impact of America’s Westward expansion on Native American nations</p> <p>CT 1.1.14 Examine how geography influenced the economic and political development of the United States</p> <p>CT 1.1.8 Evaluate the impact of America’s westward expansion on Native American nations</p> <p>CT 1.12.25 Outline how trade affected nationalism and sectionalism in US History</p> <p>CT 1.1.3 Explain how the</p>	<ul style="list-style-type: none"> • Describe how and why the United States purchased Louisiana • List the results of the explorations of Lewis and Clark • Describe how and why settlers traveled west (Texas, California, New Mexico, Oregon) • Explain how settlement of the west affected the economy, culture, and politics of the United States • Describe how the United States gained Florida from Spain • Analyze different opinions that led to Native Americans being forced off their land as a result of Jackson’s administration • Discuss the results of the United States war with Mexico • Explain themes that American poets, novelists, and storytellers explored 	<p>Mapping Routes of Westward Expansion and Lands Annexed</p> <p>In-class Writing: Expansionist Point of View Civilian (African Americans, Native Americans, Mexicans, etc) Journal (CMT)</p> <p>Indian Removal and Museum Visit Journal</p> <p>Guided Reading Reviews</p> <p>Section Quizzes</p> <p>Chapter Tests</p>	<p>Textbook: The American Nation</p> <p>Workbook</p> <p>Primary Resources: Workbook: Connecting History and Literature:</p> <ul style="list-style-type: none"> • <i>Letters from an American Farmer</i> • <i>Tecumseh Speaks Out</i> • <i>Johnny Appleseed</i> • <p>Map Skills:</p> <ul style="list-style-type: none"> • Population Hot Spots in 1790-1800

	<p>arts, architecture, music, and literature of the United States reflect its history and cultural heterogeneity</p> <p>CT 2.3.5 Create written work expressing more than one point of view</p>		<p>Differentiation:</p> <ul style="list-style-type: none"> • Strategic grouping for projects • Less choices for multiple choice questions • Exact answers for word banks • Hint and key words for essays • Use graphic organizers/notes for essay questions • Five paragraph essay format and CAST format 	<ul style="list-style-type: none"> • The National Road • Jackson’s Trap at New Orleans • California Gold-and Growth • Early Manufacturing <p>Films:</p> <ul style="list-style-type: none"> • The Journals of Lewis and Clark • Railroads • The Alamo • America: The Story of Us • Dear America: So Far from Home • The Oregon Trail • The Alamo • The Adventures of Mark Twain <p>Field Trips:</p>
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	CT Frameworks/ Standards <small>*Grade 8 Content Standards; Grade 7 Literacy & Application Standards</small>	Content and Skill Objectives Students will be able to:	Assessments	Resources
Unit 5: Division and Reunion Weeks: 4	CT 1.1.1 Describe examples of conflicts that have been resolved through compromise CT 1.1.5 Compare and	<ul style="list-style-type: none"> • Explain why conflict arose over the issue of slavery and how compromises were created in attempts to avoid war • Identify different points of view on 	Compromise Analysis with Graphic Organizers/Charts/Maps Amistad Project (Litchfield	Textbook: The American Nation Workbooks: Document Based Assessment,

	<p>contrast the causes and effects of the American Revolution and the Civil War</p> <p>CT 1.3.11 Assess the slave trade’s impact on American social institutions</p> <p>CT 1.3.12 Analyze foreign reactions to the institution of slavery in America</p> <p>CT 1.1.10 Analyze the connections among local, state and national historical events</p> <p>CT 1.9.20 Analyze the impact of court cases that expanded or limited rights and responsibilities enumerated in the Constitution and Bill of Rights</p> <p>CT 2.5.9 Compare two countries/regions or two historical periods in the same country/region using visual representations</p> <p>CT 3.2.4 Explain the point of view of people engaged in a historical event</p> <p>Technology Standards:</p>	<p>slavery and abolition (Amistad)</p> <ul style="list-style-type: none"> • Identify the goals of the North and South in the Civil War and compare to previous conflicts • Explain how international views of slavery affected the Civil War • Analyze the executive, legislative, and judicial branches’ roles in expanding and limiting rights before, during, and after the Civil War • Describe what life was like for Confederate and Union soldiers and civilians • Discuss the challenges of Reconstruction 	<p>Historical Society)</p> <p>Seth Plumb Archive Project</p> <p>Guided Reading Reviews</p> <p>Section Quizzes</p> <p>Chapter Tests</p> <p>Differentiation:</p> <ul style="list-style-type: none"> • Strategic grouping for projects • Less choices for multiple choice questions • Exact answers for word banks • Hint and key words for essays • Use graphic organizers/notes for essay questions • Five paragraph essay format and CAST format 	<p>Guide to the Essentials, Division and Reunion</p> <p>Primary Sources: Uncle Tom’s Cabin Seth Plumb Letters (Litchfield Historical Society) Emancipation Proclamation Gettysburg Address Connecting History and Literature:</p> <ul style="list-style-type: none"> • <i>Go Down, Moses</i> • <i>Harriet Tubman: Conductor of the Underground Railroad</i> • <i>My Bondage and My Freedom</i> • <i>Speech About the Emancipation Proclamation</i> • <i>The South Since the War</i> <p>Map Skills:</p> <ul style="list-style-type: none"> • The Decision to Secede • African Americans Join the War • Voting Patterns During Reconstruction
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	2.8.3 Describe the variety of ways indexes and tables are used as organizers for information systems			<p>Films:</p> <ul style="list-style-type: none"> • Class of '61 • Brother Future • Dear America: A Picture of Freedom • Uncle Tom's Cabin <p>Field Trips:</p>
	CT Frameworks/ Standards *Grade 8 Content Standards; Grade 7 Literacy & Application Standards	Content and Skill Objectives Students will be able to:	Assessments	Resources
<p>Unit 6: An Economic and Social Transformation</p> <p>Weeks: 4</p>	<p>CT 1.1.2 Describe the influences that contributed to American social reform movements</p> <p>CT 1.5.15 Weigh the impact of America's Industrial Revolution, industrialization and urbanization on the environment</p> <p>CT 1.10.22 Analyze how technology has influenced productivity</p> <p>CT 1.11.23 Show the relationship between supply and demand and the prices of goods and services in a market economy</p>	<ul style="list-style-type: none"> • Explain how new technologies encouraged the growth of the economy, cities, and the west • Describe how reformers worked to solve the problems created by rapid growth • Discuss why millions of people immigrated to the United States and the difficulties they faced in their new lives • Assess the experiences of women, Native American, Asian American, Mexican American, African American, etc during the early 20th century 	<p>Guided Reading Reviews</p> <p>Section Quizzes</p> <p>Chapter Tests</p> <p>Differentiation:</p> <ul style="list-style-type: none"> • Strategic grouping for projects • Less choices for multiple choice questions • Exact answers for word banks • Hint and key words for essays • Use graphic organizers/notes for essay questions • Five paragraph 	<p>Textbook: The American Nation</p> <p>Primary Sources: Connecting History and Literature:</p> <ul style="list-style-type: none"> • <i>These Were the Sioux</i> • <i>John Henry</i> • <i>How I Found America</i> • <i>The Story of an Hour</i> • <i>The Call of the Wild</i> • <i>Three Soldiers</i> <p>Map Skills:</p> <ul style="list-style-type: none"> • The Flight of the

	<p>CT 1.13.27 Analyze the contributions and challenges of different cultural/ethnic groups in the United States over time</p> <p>CT 1.13.26 Compare similarities and differences of ethnic/cultural groups in the United States</p> <p>CT 1.6.16 Analyze and draw conclusions on immigration's impact on the United States at different stages in its history</p> <p>CT 2.2.3 Assess an author's purpose and point of view and respond in literal, critical and evaluative ways</p> <p>Technology Standards:</p> <p>3.8.2 Apply evaluative criteria to discern stereotypes, biases and propaganda techniques in print and non-print resources</p>		<p>essay format and CAST format</p>	<p>Nez Perce's</p> <ul style="list-style-type: none"> • From Competition to Combination • Why Did They Go? • The Making of a Boomtown • Why Hawaii? • Did the Spanish Flu Come From Spain? <p>Films:</p> <ul style="list-style-type: none"> • The Century • <p>Field Trips:</p>
	<p>CT Frameworks/ Standards *Grade 8 Content Standards; Grade 7 Literacy & Application Standards</p>	<p>Content and Skill Objectives Students will be able to:</p>	<p>Assessments</p>	<p>Resources</p>
<p>Unit 7: Becoming a</p>	<p>CT 1.1.7 Analyze the similarities and differences</p>	<ul style="list-style-type: none"> • Describe how the United States gained and ruled its imperialist 	<p>Guided Reading Reviews</p>	<p>Textbook: The American Nation</p>

<p>World Power</p> <p>Weeks: 4</p>	<p>between Manifest Destiny in the 1840s and late 19th century imperialism</p> <p>CT 1.3.13 Describe examples of the United States' influence on other cultures and world events</p> <p>CT 1.9.21 Debate instances where rights and responsibilities of citizens are in conflict</p> <p>CT 2.4.7 State and defend points of view using relevant evidence</p>	<p>empire</p> <ul style="list-style-type: none"> • Explain the reasons for and outcomes of America's entrance in WWI and WWII • Explain how war gave new social, political, and economic opportunities to women and minorities • Identify the Americans who did not share the benefits of the 20th century • Debate the pros and cons of America's involvement in world affairs 	<p>Section Quizzes</p> <p>Chapter Tests</p> <p>Differentiation:</p> <ul style="list-style-type: none"> • Strategic grouping for projects • Less choices for multiple choice questions • Exact answers for word banks • Hint and key words for essays • Use graphic organizers/notes for essay questions <p>Five paragraph essay format and CAST format</p>	<p>Workbooks: Document Based Assessment, Guide to the Essentials, Prosperity Depression and War</p> <p>Primary Sources: Connecting History and Literature:</p> <ul style="list-style-type: none"> • <i>The Negro Speaks of Rivers</i> • <i>Hard Times</i> • <i>The Diary of Anne Frank</i> <p>Map Skills:</p> <ul style="list-style-type: none"> • Why Was It a Renaissance? • What Did the WPA Do? • Where Were Japanese Americans Sent? <p>Films:</p> <ul style="list-style-type: none"> • America: The Story of Us • The Boy in the Striped Pajamas • Swing Kids • Memphis Belle • Pearl Harbor • The Century
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	CT Frameworks/ Standards *Grade 8 Content Standards; Grade 7 Literacy & Application Standards	Content and Skill Objectives Students will be able to:	Assessments	Resources
<p>Unit 8: Modern America</p> <p>Weeks: 2</p>	<p>CT 1.8.18 Evaluate the impact of the US Constitution on the lives of US citizens</p> <p>CT 1.13.28 Examine how stereotypes develop and explain the impact on history and contemporary events</p> <p>CT 3.2.3 Compare, contrast and evaluate two or more views of a contemporary national issue</p> <p>CT 3.3.5 Compare, contrast and evaluate the significance of any one factor influencing a contemporary event</p> <p>Technology Standards:</p> <p>5.8.8 Identify ways computers and other technologies are affecting the way we live, work and learn</p> <p>7.8.1 Assess whether the process and information gathered was relevant, complete and accurate in</p>	<ul style="list-style-type: none"> • Evaluate the extent to which the Preamble to the US Constitution was fulfilled • Identify one person in American history who influenced specific contemporary events. • Analyze historical controversies the United States continues to face in the 21st century 	<p>Civil Rights Biography Project</p> <p>Guided Reading Reviews</p> <p>Section Quizzes</p> <p>Chapter Tests</p> <p>Differentiation:</p> <ul style="list-style-type: none"> • Strategic grouping for projects • Less choices for multiple choice questions • Exact answers for word banks • Hint and key words for essays • Use graphic organizers/notes for essay questions • Five paragraph essay format and CAST format 	<p>Textbook: The American Nation</p> <p>Workbooks: Document Based Assessment, Guide to the Essentials, The Bold Experiment Continues</p> <p>Primary Sources: Connecting History and Literature:</p> <ul style="list-style-type: none"> • <i>Hallelujah!</i> • <i>The Bird Perched for Flight</i> • <i>A Vision Beyond Time and Place</i> <p>Map Skills:</p> <ul style="list-style-type: none"> • How Did Levitt Sell Levittown? • Latinos: One Group or Many? <p>Films:</p> <ul style="list-style-type: none"> • America: The Story of Us • The Century • War Games

	response to the assigned need 7.8.2 Assess whether their products meet established standards for process, product and presentation			
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5/31/2011