

At-A-Glance: 7th Grade U.S. Scope and Sequence

	Essential Historical Question	Content Learning Intentions	Disciplinary Skill Standard Focus
1 st Semester			
OPTIONAL Review: Am. Colonies & Footsteps to Revolution	What were the primary causes of the American Revolution, and how did they reflect broader issues of governance and individual rights?	Analyze the causes of the American Revolution.	Gather and evaluate sources. (SS.6-8.EUSH.4)
Unit 1: American Revolution: An Experiment in Democracy	How did different groups within American society experience the American Revolution, and how did their perspectives or contributions shape its outcome?	Examine key events and the role of different individuals or groups in the American Revolution. Evaluate the lasting impacts of the American Revolution.	Generate supporting questions. (SS.6-8.EUSH.3)
Unit 2: Forming a New Nation: The Constitution & Bill of Rights	In what ways did the U.S. Constitution address the concerns and different states and interest groups, and how did it reflect the values and priorities of the time?	Examine the foundations of American democracy and the Constitution. Evaluate Constitutional debates and compromises.	Develop a substantive and effective claim. (SS.6-8.EUSH.6)
Unit 3: The Early Years: George Washington to James Madison	What were the challenges facing the early Republic and what were the outcomes of policies and decisions made by the new government?	Evaluate George Washington's presidency and the importance of his Farewell Address. Examine early challenges faced by the new nation including; economic instability, internal dissent, and response to international conflicts.	Use strong evidence and clear reasoning to support a claim. (SS.6-8.EUSH.6)
Unit 4: Early Expansion and Growth through the Closing of the Frontier	What were the primary motivations behind westward expansion in the U.S., and what were the impacts of policies and actions?	Evaluate the economic, technological, and political motivations of westward expansion. Explore how westward expansion and the concept of 'Manifest Destiny' contributed to the development of American identity. Analyze the impact that westward expansion had on indigenous peoples and their cultures.	Evaluate various interpretations to compelling questions. (SS.6-8.EUSH.8)
2 nd Semester			
Unit 5: A Changing America and the Civil War	How did the institution of slavery shape the economic, social, and political development of the U.S.? In what ways did the Civil War reshape American society and government?	Analyze the role of slavery in the economic, political, and social development of America. Evaluate how the Civil War affected various groups in American society. Analyze the economic, social, and political consequences of the Civil War.	Use claims and evidence in rigorous academic discussions. (SS.6-8.EUSH.9)
Unit 6: Reconstruction	How did the Reconstruction period attempt to address the social, economic, and political challenges after the Civil War and what were the successes and failures of these efforts?	Identify the main objectives of Reconstruction and evaluate the outcomes of Reconstruction policies. Examine the long-term effects of Reconstruction policies on racial segregation and discrimination.	Examine different arguments to identify strengths and weaknesses. (SS.6-8.EUSH.7)
Unit 7: Industrial Revolution: Immigration and Industrial Growth	How did immigration and rapid industrialization transform the economy, society, and environment of the U.S.?	Explore the importance of immigration in the development of American industry and national identity. Analyze the impact of industrialization on working conditions, urbanization, and social structures.	Evaluate challenges and how people have addressed them. (SS.6-8.EUSH.10)

Nevada Academic Content Standards for Social Studies

(Revised September 2018)

Early U.S. History & Civic Ideals

This content area focuses on the history of the United States from the framing of the Constitution through the early 20th Century. American founding documents, including the Constitution, Declaration of Independence and Bill of Rights are reviewed to provide a foundation for understanding the multicultural history, economics, civics, and geography of the time period. Students will analyze the powers and civic responsibilities of citizens and examine the origins, functions, and structure of the U.S. government. In addition, students will build understanding of the major events, individuals, and ideas that have shaped U.S. history.

School districts may offer this content area across two or three semesters (to align with the one or two semester World Geography and Global Studies content area). The following scope is suggested as Districts implement the 6-8 content areas:

- If a District provides instruction in two semesters for this content area, instruction includes multiple historical eras from the American Revolution through the Industrial Revolution.
- If a District provides instruction in three semesters for this content area, instruction includes multiple historical eras from the American Revolution through WWII.

For both content area options, students will investigate changing perspectives in America's past and make meaningful connections between historical events and eras. Teachers are encouraged to facilitate instruction from a chronological as well as thematic approach, avoiding the tendency to teach the content as a checklist of facts to be covered. Effective instruction in social studies incorporates both the disciplinary skills and the content themes and requires historical thinking, robust academic discussions, and engaging writing instruction.

Disciplinary Skills	Disciplinary Skills Standards
Constructing compelling questions	SS.6-8.EUSH.1. Construct compelling questions based upon disciplinary concepts. SS.6-8.EUSH.2. Evaluate various interpretations in answer to compelling questions within and across disciplines.
Creating supporting questions	SS.6-8.EUSH.3. Generate supporting questions that will lead to inquiry and research on compelling issues within the discipline.
Gathering and evaluating sources	SS.6-8.EUSH.4. Gather relevant information from multiple texts and evaluate the sourcing, context, and corroboration of the texts with close reading and disciplinary skills. SS.6-8.EUSH.5. Seek multiple media sources when investigating current issues and evaluate the credibility and reliability of each.
Developing claims and using evidence	SS.6-8.EUSH.6. Use varied source materials, develop an argument based on substantive claims, with strong evidence, and clear reasoning. SS.6-8.EUSH.7. Examine different arguments while pointing out the strengths and limitations of each.
Communicating and critiquing conclusions	SS.6-8.EUSH.8. Construct organized explanations for various audiences and purposes using evidence and reasoning. SS.6-8.EUSH.9. Participate in rigorous academic discussions, emphasizing multiple viewpoints in which claims and evidence is acknowledged and critiqued.
Taking informed action	SS.6-8.EUSH.10. Draw on disciplinary concepts to explain the challenges people faced, are facing, and opportunities they have created in addressing local, regional, and global problems at various times and places. SS.6-8.EUSH.11. Apply a range of deliberative and democratic procedures to make decisions and take action regarding important contemporary issues.

Content Themes	Grades 6-8: Early U.S. History & Civic Ideals
Power and politics (H)	SS.6-8.EUSH.12. Assess the influence of diverse ideologies on politics, society, and culture in early U.S. history.
Identity (H)	SS.6-8.EUSH.13. Investigate the factors that shaped group and national identity in early U.S. history in relation to views of American identity today. SS.6-8.EUSH.14. Interpret historical events from a variety of cultural perspectives, including but not limited to: Native Americans vs. settlers, Northerners vs. Southerners, and native citizens vs. immigrants
People and ideas (H)	SS.6-8.EUSH.15. Evaluate the causes and effects of regional differences in early U.S. history. SS.6-8.EUSH.16. Analyze the influence of diverse cultural traditions on early American society. SS.6-8.EUSH.17. Analyze the influence of political, social, cultural, economic, religious, geographic, intellectual, and artistic changes throughout the course of U.S. history.
Nevada history (H)	SS.6-8.EUSH.18. Explain how individuals and events in Nevada’s history both influence and are influenced by the larger national context. SS.6-8.EUSH.19. Analyze the impact of westward expansion on the Native communities of Nevada. SS.6-8.EUSH.20. Investigate migration and immigration patterns to Nevada as part of U.S. history.
International relations (H)	SS.6-8.EUSH.21. Evaluate the use of conflict and diplomacy in international relations from a U.S. perspective. SS.6-8.EUSH.22. Investigate the causes, effects, and attitudes towards conflict and war from various points of view throughout early U.S. history.
Social justice, consciousness, and action (MC)	SS.6-8.EUSH.23. Analyze the causes, effects, and abolition of slavery in U.S. history. SS.6-8.EUSH.24. Analyze the ways in which dominant cultures have oppressed groups through institutionalized discrimination within U.S. history. SS.6-8.EUSH.25. Evaluate the impact of individuals and reform movements on the struggle for greater civil rights and liberties throughout early U.S. history.
Respectful engagement with diverse people (MC)	SS.6-8.EUSH.26. Assess the influence of cultural diffusion when diverse groups interact within early U.S. history. SS.6-8.EUSH.27. Investigate the ways in which individuals and groups build communities of respect, equity, and diversity throughout early U.S. history.
Diverse contributions made by men and women from various racial and ethnic backgrounds, including, without limitation, information relating to contributions and impact (MC)	SS.6-8.EUSH.28. Discuss the contributions of racially and ethnically diverse leaders to the advancement of our community and nation. SS.6-8.EUSH.29. Analyze the intellectual, cultural, religious, and artistic contributions of diverse individuals in early U.S. history.

Content Themes	Grades 6-8: Early U.S. History & Civic Ideals
Civic and political institutions (C)	SS.6-8.EUSH.30. Examine the role the media has played in shaping public perception and policies throughout early U.S. history. SS.6-8.EUSH.31. Describe the different political, civil, religious, and economic organizations throughout U.S. history.
Civic dispositions and democratic principles (C)	SS.6-8.EUSH.32. Analyze the expansion of representative government throughout early U.S. history. SS.6-8.EUSH.33. Compare a current national issue to a historical event from early U.S. history in order to propose a solution based upon past outcomes.
Processes, rules, and	SS.6-8.EUSH.34. Evaluate the social, political, and economic changes that have impacted the evolution of laws throughout U.S.

laws (C)	history.
Geographic representations (G)	SS.6-8.EUSH.35. Utilize and construct maps and images to explain and analyze regional, environmental, and cultural characteristics in early U.S history.
Human environment interaction (G)	SS.6-8.EUSH.36. Explain how the human, physical, and environmental characteristics of early U.S. regions have influenced and impacted cultures.
Human population, movements, and patterns (G)	SS.6-8.EUSH.37. Explain how changes in transportation, communication, and technology influenced the movement of people, goods, and ideas throughout early U.S. history. SS.6-8.EUSH.38. Explore the causes, motivations, and consequences of migration and immigration, both voluntary and forced, in early U.S. history, including but not limited to: Trail of Tears, western movement, Great Migration, various waves of immigration.
Global interconnections (G)	SS.6-8.EUSH.39. Explain how global circumstances affect changes in immigration, land use, and population distribution in various regions across early U.S history.
Exchange and markets (E)	SS.6-8.EUSH.40. Analyze the role of innovations and entrepreneurship in institutions throughout early U.S history. SS.6-8.EUSH.41. Evaluate how economic policies impacted individuals, businesses, and society, including but not limited to: Louisiana Purchase, the slave trade, plantation economy, and Reconstruction.
National economy (E)	SS.6-8.EUSH.42. Assess the state of the early U.S. economy based on trade, resources, labor, monetary system, and other factors.
Global economy (E)	SS.6-8.EUSH.43. Investigate the effects of U.S. foreign economic policy both nationally and globally across early U.S. history.

OPTIONAL REVIEW: American Colonies & Footsteps to Revolution

Time Frame: 2-3 Weeks

Essential Historical Question(s):

What were the primary causes of the American Revolution, and how did they reflect broader issues of governance and individual rights?

Adopted Instructional Materials:

National Geographic *American Stories: Beginnings to 1877*

Chapter 4 Colonial Development

Chapter 5 The Road to Revolution

NVACS-SS (Content Theme Standards)

Essential Standards

(H) SS.6-8.EUSH.12. Assess the influence of diverse ideologies on politics, society, and culture in early U.S. history.

(H) SS.6-8.EUSH.15. Evaluate the causes and effects of regional differences in early U.S. history.

(H) SS.6-8.EUSH.21. Evaluate the use of conflict and diplomacy in international relations from a U.S. perspective.

Supporting Standards

(G) SS.6-8.EUSH.36. Explain how the human, physical, and environmental characteristics of early U.S. regions have influenced and impacted cultures.

(E) SS.6-8.EUSH.42. Assess the state of the early U.S. economy based on trade, resources, labor, monetary system, and other factors.

Disciplinary Skill Standard Learning Focus:

Gather and evaluate sources. (SS.6-8.EUSH.4)

Content Learning Intentions:

Analyze the causes of the American Revolution.

Required Content:

- New England/Middle/Southern Colonies
- Common Sense
- Lexington and Concord
- Intolerable Acts
- Proclamation of 1763
- Boston Massacre
- Stamp Act
- French and Indian War
- Sugar Act
- Boston Tea Party
- Intolerable Acts
- Minutemen
- *Common Sense* by Thomas Paine
- Declaration of Independence

Supporting Content:

- Cash crop
- Navigation Acts
- Benjamin Franklin
- Stono Rebellion
- Quakers
- The Great Awakening
- Salutary Neglect
- John Peter Zenger
- Albany Plan of Union
- Quartering Act
- Sons of Liberty
- Townshend Acts
- First Continental Congress
- Paul Revere

Connections to Current Issues:

- Regional differences in economies/economic growth

Connections to the Past:

- Early Exploration of North America
- Push/Pull Factors of Early Settlers

<ul style="list-style-type: none">• Protest Movements: Women’s March, BLM, etc.	Mayflower Compact Pilgrims and Puritans Indentured Servant Jamestown Town Hall (early democracy) Salem Witch Trials Triangular Trade
Required Primary and Secondary Sources: <ul style="list-style-type: none">a. Slave Narratives (Primary Source DBQ) p. 139 in <i>American Stories: Beginnings to 1877</i>b. “<i>The Bloody Massacre in King Street</i>” and “<i>Boston Massacre</i>” p. 189 in <i>American Stories: Beginnings to 1877</i>c. Declarations of Freedom excerpts from the <i>Declaration of Independence and Two Treatises on Government</i> p. 211 in <i>American Stories: Beginnings to 1877</i>	
Unit Task: TBD	

Unit 1: American Revolution: An Experiment in Democracy

Time Frame: 5-6 Weeks

Essential Historical Question(s):

How did different groups within American society experience the American Revolution, and how did their perspectives or contributions shape its outcome?

Adopted Instructional Materials:

National Geographic *American Stories: Beginnings to 1877*
Chapter 6 The American Revolution

Supplemental Materials: DBQ Project – Valley Forge: Would you have quit?

NVACS-SS (Content Theme Standards)

Essential Standards

(H) SS.6-8.EUSH.13. Investigate the factors that shaped group and national identity in early U.S. history, and how that relates to views of American identity today.

(H) SS.6-8.EUSH.22. Investigate the causes, impacts, and attitudes towards conflict and war from various points of view throughout early U.S. history.

Supporting Standards

(H) SS.6-8.EUSH.21

(E) SS.6-8.EUSH.32

(G) SS.6-8.EUSH.3

(E) SS.6-8.EUSH.42

Disciplinary Skill Standard Learning Focus:

Generate supporting questions. (SS.6-8.EUSH.3)

Content Learning Intentions:

- Examine key events and the role of different individuals or groups in the American Revolution.
- Evaluate the lasting impacts of the American Revolution.

Required Content:

- Loyalist v. Patriots
- Valley Forge
- Articles of Confederation
- Aid from Europe (diplomacy)
- Guerilla Warfare
- Role of Women
- Continental Congress
- Disputes over land use
- Taxation
- Boycotts
- British Blockade
- Surrender at Yorktown
- Treaty of Paris of 1783

Supporting Content:

- Mercenaries
- Continental Army
- Battle of Saratoga
- Abigail Adams
- Phillis Wheatley

Connections to Current Issues:

- Ukraine War (for independence)

Connections to the Past:

- French and Indian War

Required Primary and Secondary Sources:

- a. American Stories: Bitter Winter at Valley Forge (secondary sources – map and diagram) p. 216-220 in *American Stories: Beginnings to 1877*
- b. *Map of Major Battles* (secondary source) p. 238 in *American Stories: Beginnings to 1877*

Unit Task: TBD

Unit 2: Forming a New Nation: The Constitution & the Bill of Rights

Time Frame: 4-5 Weeks

Essential Historical Question(s):

In what ways did the U.S. Constitution address the concerns and different states and interest groups, and how did it reflect the values and priorities of the time?

Adopted Instructional Materials:

National Geographic *American Stories: Beginnings to 1877*
Chapter 7 From Confederation to Constitution

Supplemental Materials: DBQ Project – How does the Constitution guard against tyranny?

NVACS-SS (Content Theme Standards)

Essential Standards

(C) SS.6-8.EUSH.32. Analyze the expansion of representative government throughout early U.S. history.
(C) SS.6-8.EUSH.34. Evaluate the social, political, and economic changes that have impacted the evolution of laws throughout U.S. history

Supporting Standards

(H) SS.6-8.EUSH.12. Assess the impact of diverse ideologies on politics, society, and culture in early U.S. history.
(H) SS.6-8.EUSH.17. Analyze the impact of the political, social, cultural, economic, religious, geographic, intellectual, and artistic changes throughout the course of U.S. history.
(MC) SS.6-8.EUSH.24. Analyze the ways in which dominant cultures have oppressed groups through institutionalized discrimination within U.S. history.

Disciplinary Skill Standard Learning Focus:

Develop a substantive and effective claim. (SS.6-8.EUSH.6)

Content Learning Intentions:

- Examine the foundations of American democracy and the Constitution.
- Evaluate Constitutional debates and compromises.

Required Content:

- Federalism
- Constitutional Convention
- The Constitution
- Framers: Hamilton, Madison, Jefferson. Adams
- Ratify
- Separation of Powers
- Three Branches of Government
- Checks and Balances
- Great Compromise
- Amendments
- Federalist vs anti-Federalist
- 3/5ths Compromise
- Bill of Rights

Supporting Content:

- Sovereign
- Independence Hall
- Federalists and Anti-Federalists
- The Federalist Papers
- Fugitive Slave Clause
- Commerce Clause
- Electoral College
- Inflation
- Depression
- Shay's Rebellion

Connections to Current Issues:

Connections to the Past:

- Global challenges to democracy (Venezuela, Russia, etc.)

- Articles of Confederation
- British Common Law
- Mayflower Compact

Required Primary and Secondary Sources:

- a. Great Compromise (infographic – secondary source) p. 259 in *American Stories: Beginnings to 1877*
- b. Constitutional Debates (DBQ primary source excerpts) p. 264-265 in *American Stories: Beginnings to 1877*
- c. *The Bill of Rights* p. 266 265 in *American Stories: Beginnings to 1877*

Unit Task: TBD

Unit 3: The Early Years: George Washington to James Madison

Time Frame: 2-3 Weeks

Essential Historical Question(s):

What were the challenges facing the early Republic and what were the outcomes of policies and decisions made by the new government?

Adopted Instructional Materials:

National Geographic *American Stories: Beginnings to 1877*

Chapter 8 Growing Pains in the New Republic

Chapter 9 Section 1 Jeffersonian Democracy

Chapter 9 Section 3 The War of 1812 Approaches

NVACS-SS (Content Theme Standards)

Essential Standards

(H) SS.6-8.EUSH.13. Investigate the factors that shaped group and national identity in early U.S. history and how that relates to views of American identity today.

(H) SS.6-8.EUSH.21. Evaluate the use of conflict and diplomacy in international relations from a U.S. perspective.

Supporting Standards

(H) SS.6-8.EUSH.17. Analyze the impact of the political, social, cultural, economic, religious, geographic, intellectual, and artistic changes throughout the course of U.S. history.

(C) SS.6-8.EUSH.31. Describe the different political, civil, religious, and economic organizations throughout U.S. history.

(E) SS.6-8.EUSH.41. Evaluate how economic policies impact individuals, businesses, and society including, but not limited to: Louisiana Purchase, the slave trade, plantation economy, Reconstruction.

(E) SS.6-8.EUSH.42. Assess the state of the early U.S. economy based on trade, resources, labor, monetary system, and other factors.

Disciplinary Skill Standard Learning Focus:

Use strong evidence and clear reasoning to support a claim. (SS.6-8.EUSH.6)

Content Learning Intentions:

- Evaluate George Washington's presidency and the importance of his Farewell Address.
- Examine early challenges faced by the new nation including; economic instability, internal dissent, and response to international conflicts.

Required Content:

- G. Washington (setting a precedent in the Ex. Branch)
- National Debt
- National Bank
- Tariff
- Political Parties
- Whiskey Rebellion
- Adams and Jefferson as President
- Northwest Ordinance
- Tecumseh
- War of 1812

Supporting Content:

- Mount Vernon
- Supreme Court
- Chief Justice
- Loose/Strict Interpretation
- Treaty of Greenville
- Alien and Sedition Acts
- Aaron Burr
- Monticello
- Judicial Review
- Embargo Act of 1807
- Battle of Tippecanoe

	<ul style="list-style-type: none"> • Francis Scott Key and “The Star Spangled Banner”
<p>Connections to Current Issues:</p> <ul style="list-style-type: none"> • Current political parties and partisanship • Recession of 2008 • Global & national examples and nonexamples of democratic transfers of power • Use of tariffs (economic and foreign policy) 	<p>Connections to the Past:</p>
<p>Required Primary and Secondary Sources:</p> <p>a. <i>Washington’s Farewell Address</i> (DBQ primary source excerpts) p. 298-299</p>	
<p>Unit Task:</p>	

Unit 4: Early Expansion & Growth through the Closing of the Frontier

Time Frame: 4-5 Weeks

Essential Historical Question(s):

What were the primary motivations behind westward expansion in the U.S., and what were the impacts of policies and actions?

Adopted Instructional Materials:

National Geographic *American Stories: Beginnings to 1877*

Chapter 9 Section 2 Westward Expansion

Chapter 10 Section 1 America's First Industrial Revolution

Chapter 10 Section 3 Nationalism and Sectionalism

Chapter 11 The Age of Jackson

Chapter 12 Manifest Destiny

*Closing of the frontier not included in adopted instructional materials.

Supplemental Materials: DBQ Project – Was the United States justified in going to war with Mexico?

NVACS-SS (Content Theme Standards)

Essential Standards

(G) SS.6-8.EUSH.38. Explore the causes, motivations, and consequences of migration and immigration, both voluntary and forced, in early U.S. history, including but not limited to: Trail of Tears, western movement, Great Migration, various waves of immigration.

(G) SS.6-8.EUSH.37. Explain how changes in transportation, communication, and technology influenced the movement of people, goods, and ideas throughout early U.S. history.

Supporting Standards

(H) SS.6-8.EUSH.12. Assess the impact of diverse ideologies on politics, society, and culture in early U.S. history.

(H) SS.6-8.EUSH.19. Analyze the impact of westward expansion on the Native communities of Nevada.

(MC) SS.6-8.EUSH.24. Analyze the ways in which dominant cultures have oppressed groups through institutionalized discrimination within U.S. history.

(G) SS.6-8.EUSH.38. Explore the causes, motivations, and consequences of migration and immigration, both voluntary and forced, in early U.S. history.

(E) SS.6-8.EUSH.41. Evaluate how economic policies impact individuals, businesses, and society.

Disciplinary Skill Standard Learning Focus:

Evaluate various interpretations to compelling questions. (SS.6-8.EUSH.8)

Content Learning Intentions:

- Evaluate the economic, technological, and political motivations of westward expansion.
- Explore how westward expansion and the concept of 'Manifest Destiny' contributed to the development of American identity.
- Analyze the impact that westward expansion had on indigenous peoples and their cultures.

Required Content:

- Louisiana Purchase
- Manifest Destiny
- Factory System
- Interchangeable Parts
- Missouri Compromise, 1820
- Andrew Jackson

Supporting Content:

- Steamboat
- Telegraph
- American System
- Erie Canal
- Monroe Doctrine
- Republican Motherhood

<ul style="list-style-type: none"> • Reservations • Assimilation • Indian Removal Act • Native American Resistance • Trail of Tears • Mexican-American War • Oregon, Mormon, California Trail(s) • The Gold Rush/Mining • Transcontinental Railroad • Dawes Act/Native American Schools 	<ul style="list-style-type: none"> • Jacksonian Democracy • Spoils System • Doctrine of Nullification • Tejanos • Alamo • Annexation of Texas • Gadsden Purchase • John C. Fremont • Tribal government • Pyramid Lake Wars
<p>Connections to Current Issues:</p> <ul style="list-style-type: none"> • Dakota Access Pipeline • Bears Ears National Park (p. • Federal Indian Boarding School Initiative • New Tech Frontiers (AI, electric vehicles, etc) • Green New Deal 	<p>Connections to the Past:</p> <ul style="list-style-type: none"> • European Industrial Revolution • Mountain Men • Proclamation of 1763 • Early Native and European encounters
<p>Required Primary and Secondary Sources:</p> <ol style="list-style-type: none"> a. Louisiana Purchase Map p. 320 b. <i>Jackson Speech to Congress on Indian Removal</i>, 1830 and <i>Letter from John Ross of the Cherokee Nation "To the Senate and House ..."</i>, 1836 (close read excerpts and text-based questions available in WCSD MS SS Team and HERE from ProjectTahoe.org) c. <i>American Progress</i> by John Gast, 1872 (painting) p. 400 	
<p>Unit Task: TBD</p>	

Unit 5: A Changing America & the Civil War

Time Frame: 5 Weeks

Essential Historical Question(s):

- How did the institution of slavery shape the economic, social, and political development of the U.S.?
- In what ways did the Civil War reshape American society and government?

Adopted Instructional Materials:

National Geographic *American Stories: Beginnings to 1877*

Chapter 10 Section 2 Plantations and Slavery Spread

Chapter 13 Section 3 Abolition and Women's Rights

Chapter 14 A Broken Nation

Chapter 15 Beginnings of War

Chapter 16 Turning Points of the War

Supplemental Materials:

DBQ Project – How free were free blacks in the North?

DBQ Project – What was Harriet Tubman's greatest achievement?

DBQ Project – Did abolition help cause the Civil War?

DBQ Project – Battle of Gettysburg: Why was it a turning point?

NVACS-SS (Content Theme Standards)

Essential Standards

(MC) SS.6-8.EUSH.23. Analyze the causes, impact, and abolition of slavery in U.S. history.

(H) SS.6-8.EUSH.22. Investigate the causes, impacts, and attitudes towards conflict and war from various points of view throughout early U.S. history.

(MC) SS.6-8.EUSH.25. Evaluate the impact of individuals and reform movements on the struggle for greater civil rights and liberties throughout early U.S. history.

Supporting Standards

(H) SS.6-8.EUSH.16. Analyze the influence of diverse cultural traditions on early American society.

(H) SS.6-8.EUSH.18. Explain how individuals and events in Nevada's history both influence and are influenced by the larger national context.

(MC) SS.6-8.EUSH.24. Analyze the ways in which dominant cultures have oppressed groups through institutionalized discrimination within U.S. history

(E) SS.6-8.EUSH.41. Evaluate how economic policies impacted individuals, businesses, and society, including but not limited to:

Louisiana Purchase, the slave trade, plantation economy, and Reconstruction.

(E) SS.6-8.EUSH.42. Assess the state of the early U.S. economy based on trade, resources, labor, monetary system, and other factors.

Disciplinary Skill Standard Learning Focus:

Use claims and evidence in rigorous academic discussions. (SS.6-8.EUSH.9)

Content Learning Intentions:

- Analyze the role of slavery in the economic, political, and social development of America.
- Evaluate how the Civil War affected various groups in American society.
- Analyze the economic, social, and political consequences of the Civil War.

Required Content:

- Cotton Gin
- Antebellum
- Middle Passage
- Slave resistance

Supporting Content:

- Nat Turner
- John Brown
- Fugitive Slave Act
- Fort Sumter

<ul style="list-style-type: none"> • Underground Railroad • Abolitionists (Garrison, Grimke sisters, Tubman, Truth, Douglass) • Dred Scott Decision • Abraham Lincoln • Sectionalism (North vs South) • Slavery • Slavery Compromises (Missouri, 1850, Kansas-Nebraska) • Secession • Union v. Confederacy • <i>Gettysburg Address</i> • African Americans Soldiers • <i>Emancipation Proclamation</i> • Civil War Leaders: Grant, Lee, Sherman • 13th Amendment 	<ul style="list-style-type: none"> • Clara Barton • Anaconda Plan • Key Battles (Bull Run, Shiloh, Antietam, Fredericksburg, Gettysburg) • Total War • Appomattox • Second Middle Passage • Statehood/states rights (Nevada)
<p>Connections to Current Issues:</p> <ul style="list-style-type: none"> • Protest Movements (Women’s March, BLM, etc.) • Reparations Discussion • Gentrification 	<p>Connections to the Past:</p> <ul style="list-style-type: none"> • Missouri Compromise, 1820
<p>Required Primary and Secondary Sources:</p> <ol style="list-style-type: none"> a. Voices Against Slavery (DBQ primary source excerpts) p. 457 b. Voices from the Civil War (primary source excerpts) p. 490-495 c. “Lincoln’s Vision” excerpts from <i>The Gettysburg Address</i>, 1863 and <i>Second Inaugural Address</i>, 1865 p. 541 	
<p>Unit Task: TBD</p>	

Unit 6: Reconstruction

Time Frame: 2-4 Weeks

Essential Historical Question(s):

How did the Reconstruction period attempt to address the social, economic, and political challenges after the Civil War and what were the successes and failures of these efforts?

Adopted Instructional Materials:

National Geographic *American Stories: Beginnings to 1877*
Chapter 17 Reconstruction and the New South

Supplemental Materials: DBQ Project – North and South: Who Killed Reconstruction?

NVACS-SS (Content Theme Standards)

Essential Standards

(MC) SS.6-8.EUSH.24. Analyze the ways in which dominant cultures have oppressed groups through institutionalized discrimination within U.S. history.

(MC) SS.6-8.EUSH.28. Discuss the contributions of racially and ethnically diverse leaders to the advancement of our community and nation.

(C) SS.6-8.EUSH.34. Evaluate the social, political, and economic changes that have impacted the evolution of laws throughout U.S. history

Supporting Standards

(H) SS.6-8.EUSH.12. Assess the impact of diverse ideologies on politics, society, and culture in early U.S. history

(H) SS.6-8.EUSH.13. Investigate the factors that shaped group and national identity in early U.S. history and how that relates to views of American identity today.

(H) SS.6-8.EUSH.14. Interpret historical events from a variety of historical and cultural perspectives.

(C) SS.6-8.EUSH.32. Analyze the expansion of representative government throughout early U.S. history.

Disciplinary Skill Standard Learning Focus:

Examine different arguments to identify strengths and weaknesses. (SS.6-8.EUSH.7)

Content Learning Intentions:

- Identify the main objectives of Reconstruction and evaluate the outcomes of Reconstruction policies.
- Examine the long-term effects of Reconstruction policies on racial segregation and discrimination.

Required Content:

- Reconstruction Plans
- Freedman's Bureau
- Civil Rights Act of 1865
- 14th and 15th Amendments
- Sharecropping
- Poll Taxes
- Literacy Test
- Jim Crow Laws
- Segregation/Plessy vs Ferguson
- Ku Klux Klan
- Lincoln Assassination
- 14th and 15th Amendments
- Share Cropping

Supporting Content:

- Amnesty
- Andrew Johnson
- Carpetbaggers
- Radical Republicans
- Reparations
- Panic of 1876

<ul style="list-style-type: none"> • Compromise of 1877 	
<p>Connections to Current Issues:</p> <ul style="list-style-type: none"> • Debate over removal of Confederate monuments • Protest Movements (Women’s March, BLM, etc.) • Charlottesville Rally • Reparations Discussion • Gentrification • Recession of 2008 	<p>Connections to the Past:</p> <ul style="list-style-type: none"> • Early slavery in the colonies
<p>Required Primary and Secondary Sources:</p> <ol style="list-style-type: none"> <i>14th and 15th Amendments</i> (excerpts and activity from Digital Inquiry Group HERE as part of the Reconstruction SAC) <i>“Worse than Slavery”</i> political cartoon, 1874 p. 568 	
<p>Unit Task: TBD</p>	

Unit 7: Industrial Revolution: Immigration and Industrial Growth

Time Frame: 2-4 Weeks

Essential Historical Question(s):

How did immigration and rapid industrialization transform the economy, society, and environment of the U.S.?

Adopted Instructional Materials:

National Geographic *American Stories: Beginnings to 1877*

Chapter 13 Section 1 The Immigrant Experience

Chapter 13 Section 2 Reforming American Society

Supplemental Materials:

DBQ Project – The Philanthropy of Andrew Carnegie: Did it make him a hero?

DBQ Project – Progressivism: Where will you put your million dollars?

NVACS-SS (Content Theme Standards)

Essential Standards

(H) SS.6-8.EUSH.13. Investigate the factors that shaped group and national identity in early U.S. history, and how that relates to views of American identity today.

(MC) SS.6-8.EUSH.26. Assess the influence of cultural diffusion when diverse groups interact within early U.S. history.

(G) SS.6-8.EUSH.37. Explain how changes in transportation, communication, and technology influenced the movement of people, goods, and ideas throughout early U.S. history.

(E) SS.6-8.EUSH.40. Analyze the role of innovations and entrepreneurship in institutions throughout early U.S. history.

Supporting Standards

(H) SS.6-8.EUSH.14. Interpret historical events from a variety of cultural perspectives, including but not limited to: Native Americans vs. settlers, Northerners vs. Southerners, and native citizens vs. immigrants

(H) SS.6-8.EUSH.15. Evaluate the causes and effects of regional differences in early U.S. history.

(H) SS.6-8.EUSH.16. Analyze the influence of diverse cultural traditions on early American society.

(H) SS.6-8.EUSH.20. Investigate migration and immigration patterns to Nevada as part of U.S. history

(C) SS.6-8.EUSH.34. Evaluate the social, political, and economic changes that have impacted the evolution of laws throughout U.S.

history.

(E) SS.6-8.EUSH.42. Assess the state of the early U.S. economy based on trade, resources, labor, monetary system, and other factors

Disciplinary Skill Standard Learning Focus:

Evaluate challenges and how people have addressed them. (SS.6-8.EUSH.10)

Content Learning Intentions:

- Explore the importance of immigration in the development of American industry and national identity.
- Analyze the impact of industrialization on working conditions, urbanization, and social structures.

Required Content:

- Immigration
- Nativism
- Push/Pull Factors of Immigration
- Tenement Housing
- Poverty

Supporting Content:

- Second Great Awakening
- Dorothea Dix
- Company Towns
- Transcendentalism
- Jacob Riis

<ul style="list-style-type: none"> • Assimilation • Urbanization • Railroads • Vertical Integration • Monopolies • Robber Barrons vs. Captains of Industry (Carnegie, Rockefeller) • Capitalism • Gilded Age • Labor Reforms • Labor Unions • Laissez-Faire (Deregulation) • Progressivism • Regulation • Women's Suffrage 	<ul style="list-style-type: none"> • Triangle Shirtwaists Factory Fire • The Jungle • Washington vs W.E.B. Dubois • Corporations • Homestead Strike • Pullman Strike • Muckrakers • Susan B. Anthony, Lucretia Mott, Elizabeth Cady Stanton
<p>Connections to Current Issues:</p> <ul style="list-style-type: none"> • Recession of 2008 and Bank Bailout • Modern day monopolies • Minimum Wage debates • Immigration Policy & Debates • Global fast fashion industry 	<p>Connections to the Past:</p> <ul style="list-style-type: none"> • Industrial Revolution • Factory system (mill workers)
<p>Required Primary and Secondary Sources:</p> <ol style="list-style-type: none"> a. <i>The Bosses of the Senate</i>, Puck Magazine 1889 (available HERE at www.senate.gov) b. <i>Standard Oil Octopus</i>, Puck Magazine Sept. 1904 (available HERE at www.loc.gov) c. Jacob Riis photographs (examples and activity from Digital Inquiry Group HERE as part of the Jacob Riis analysis) d. The Declaration of Sentiments, Seneca Falls Convention by Elizabeth Cady Stanton 1848 (available HERE at www.projecttahoe.org or HERE at the Digital Inquiry Group) 	
<p>Unit Task: TBD</p>	