

**Argenta-Oreana Middle School**  
**7<sup>th</sup> American History I**  
**Textbook: *America's Past and Promise***  
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<b>Date Semester</b>	<b>IL Learning Standards</b>	<b>Unit and/or Essential Question Content and/or Skills</b>	<b>Assessments and/or Products</b>
<b>September</b>	<b>Soc. Science</b> 16.A.3b 17.C3.a 18.A.3 <b>Lang. Arts</b> 1.B.3b 1.C.3f	<b>Unit # 1</b> <b>How can I organize my thoughts?</b> <b>How do I find the appropriate information?</b> Content: <ul style="list-style-type: none"> <li>• Birth of Humanity</li> <li>• Development of Culture</li> <li>• Beringia</li> </ul> Skills: <ul style="list-style-type: none"> <li>• Outlining</li> <li>• Concept webs</li> <li>• Network navigation</li> <li>• Internet use searches</li> </ul>	Using textbook, students will organize information in an outline and a concept web.
<b>September and October</b>	<b>Soc. Science</b> 16.A.3b 16.C.3b <b>Lang. Arts</b> 1.B.3b 1.C.3d 3.A.3 3.B.3a 3.C.3b	<b>Unit #2</b> <b>Were the Aztec, Inca, and Maya successful societies?</b> Content: North-American tribes contacted by the Spanish Conquistadors <ul style="list-style-type: none"> <li>• Maya</li> <li>• Inca</li> <li>• Aztec</li> </ul> Skills: <ul style="list-style-type: none"> <li>• Summary writing</li> <li>• Desktop publishing</li> </ul>	Using <i>Microsoft Word</i> , students will write a summary in the form of a newspaper article, editorial, or culture pamphlet. Maya Summary Inca Summary  Block Class Maya Summary Inca Summary Inca Editorial

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October into November	<b>Soc. Science</b> 16.A.3b 16.B.3d 16.C.3a 17.A.3a 17.C.3a <b>Lang. Arts</b> 1.A.3b	<b>Unit #3</b> <b>Why did the Portuguese and Spanish come to the Americas?</b> <b>How did the Spanish and the Native Americans interact?</b> Content: <ul style="list-style-type: none"> <li>• Crusades</li> <li>• Christianity</li> <li>• Islam</li> <li>• Renaissance</li> <li>• Profit</li> <li>• Spanish explorers</li> <li>• Read historical fiction: Alfonzo and his Shipmate</li> <li>• <i>Decisions, Decisions—Colonization</i> (computer simulation)</li> </ul> Skills: <ul style="list-style-type: none"> <li>• Cause</li> <li>• Effect</li> </ul>	Students will evaluate and write cause and effect relationships.  Complete an objective test: <ul style="list-style-type: none"> <li>• short answer</li> <li>• cause and effect relationships.</li> </ul> (Units #3 and #4)

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November	<b>Soc. Science</b> 16.A.3b 16.C.3a 18.A.3 18.B.3a, b <b>Lang. Arts</b> 1.A.3b 1.B.3b, d 3.A.3 3.B.3a 3.C.3a 5.A.3a, b	<b>Unit #4 November (Cross-curricular with English)</b> <b>What is reform?</b> <b>How did the Reformation bring about the changes in Europe?</b> <b>How can I reform my society?</b> Content: Protestant Reformation <ul style="list-style-type: none"> <li>• Martin Luther</li> <li>• Henry VIII</li> <li>• Huguenots</li> <li>• Elizabeth I opens up the New World for Europe</li> <li>• Current reform issues</li> </ul> Skills: <ul style="list-style-type: none"> <li>• Bibliography for research paper</li> <li>• Cause</li> <li>• Effect</li> <li>• Internet searches for research</li> <li>• Thesis Development</li> <li>• Topic Sentence</li> <li>• Transition</li> <li>• Persuasive writing</li> </ul>	Students will complete an objective test: <ul style="list-style-type: none"> <li>• short answer</li> <li>• cause and effect relationships.</li> </ul> (Units #3 and #4)  <b>Block Class</b> Student will write two persuasive a formal reasearch papers about reforming or an aspect of contemporary society:  Practice Research Paper=Organ transplant for Prisners in California  Research Paper=Student Selected Topic

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<b>December Into January</b>	<b>Soc. Science</b> 16.A.3b 16.C.3a 18.A.3 18.B.3a <b>Lang. Arts</b> 1.C.3.c 3.B.3a 3.C.3b 4.B.3b 5.C.3a	<b>Unit #5 (Cross-curricular with English)</b> <b>Why did the Reformation cause England to colonize the New World?</b> Content: <ul style="list-style-type: none"> <li>• English Colonization</li> <li>• Sir Walter Raleigh</li> <li>• Jamestown, Virginia</li> <li>• Mayflower</li> <li>• Puritans Massachusetts Bay Company</li> <li>• 13 Colonies</li> </ul> Skills: <ul style="list-style-type: none"> <li>• Desktop publishing</li> <li>• Summary writing</li> <li>• Topic Sentences</li> <li>• Transitions</li> </ul>	Students will write summaries of: <ul style="list-style-type: none"> <li>• Jamestown</li> <li>• Pilgrims</li> <li>• Puritans</li> </ul> Students will write summaries and a compare/contrast essay.  Jamestown Summary Pilgrim Summary Compare/Contrast Pilgrim vs. Puritan  Block Class Jamestown Summary Pilgrim Summary (if needed)

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January Into February	<p><b>Soc. Science</b>            14.F.3a            15.E.3a            16.A.3b, c            16.B.3b, d            18.B.3a            18.C.3a</p> <p><b>Lang. Arts</b>            1.A.3b            1.B.3b, d            1.C.3c            3.A.3            3.B.3a            3.C.3a, b            5.C.3a</p>	<p><b>Unit #6 (Cross-curricular with English)</b>  <b>Why did England and France fight the French and Indian War?</b>  <b>Why did England and the American colonists fight the American Revolution?</b>            Content:            French and Indian War</p> <ul style="list-style-type: none"> <li>• Battle table</li> <li>• Link to the American Revolution</li> <li>• Video: <i>Making of America</i></li> </ul> <p>Road to the American Revolution</p> <ul style="list-style-type: none"> <li>• Cause and effect table               <ul style="list-style-type: none"> <li>○ Effects of French and Indian War</li> <li>○ Pontiac's uprising</li> <li>○ Acts of Parliament</li> </ul> </li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Multi-media presentation</li> <li>• Oral presentation</li> <li>• Propaganda</li> <li>• Summary writing</li> <li>• Persuasive writing</li> </ul>	<p>Complete French &amp; Indian War battle table.</p> <p>Students will write a summary of the Boston Massacre.</p> <p>Students will create a <i>Microsoft Power Point</i> presentation, using propaganda, to communicate the cause(s) of the American Revolution. This presentation will be presented orally.</p>

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February	<p><b>Soc. Science</b>            16.A.3b            16.B.3a, b</p> <p><b>Lang. Arts</b>            1.B.3b, c            1.B.3c            1.C.3d            3.A.3            3.B.3a            3.C.3b</p>	<p><b>Unit #7 (Cross-curricular with English)</b>  <b>How did the American Patriots win the American Revolution?</b>            Content:            American Revolution</p> <ul style="list-style-type: none"> <li>• Outnumbered</li> <li>• Out-gunned</li> <li>• Defending homeland</li> <li>• French assistance</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Using an index and gazetteer</li> </ul>	<p>Students will complete a battle summary puzzle and answer interpretative questions.</p>

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February	<p><b>Soc. Science</b>            14A.3            14.C.3            14.F.3a, b            16.A.3b            18.B.3a            18.C.3b</p> <p><b>Lang. Arts</b>            1.A.3b            1.B.3b, d            3.A.3            3.B.3a, b            3.C.3a, b            5.A.3b            5.B.3b</p>	<p><b>Unit #8</b>  <b>Why did the first government of the United States fail?</b>  <b>How will I use my constitutional rights to contribute to my society and culture?</b>            Content:            Culture and Society</p> <ul style="list-style-type: none"> <li>• Five elements of a successful society</li> <li>• Constitution writing</li> <li>• Legislature simulation</li> </ul> <p>United States Government</p> <ul style="list-style-type: none"> <li>• Articles of the Confederation</li> <li>• Constitution Convention</li> <li>• Bill of Rights</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Analyze information</li> <li>• Letter writing</li> <li>• Persuasive writing</li> </ul>	<p>Students will evaluate contemporary US. Law and U.S. Supreme Court decisions.</p> <p>Students will write a letter to the editor of the <i>Herald &amp; Review</i> newspaper.</p>

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March	<b>Soc. Science</b> 16.A.3b, c 16.D.3 18.B.3b 18.C.3b <b>Lang. Arts</b> 1.B.3b, d 1.C.3b, c, e 2.A.3a, b, c 3.A.3 3.B.3a, b 3.C.3b 5.B.3b	<b>Unit #9 (Cross-curricular with English)</b> <b>How does prejudice affect yourself and your outlook on society?</b> Content: Slavery As It Was <ul style="list-style-type: none"> <li>• Horrors of the Middle Passage</li> <li>• Making a slave</li> <li>• Slave punishments</li> <li>• Plantation system</li> <li>• <i>Roots</i></li> <li>• <i>Night John</i></li> </ul> African culture <ul style="list-style-type: none"> <li>• Scientific American</li> <li>• Historic Williamsburg</li> </ul> Skills: <ul style="list-style-type: none"> <li>• Dialogue</li> <li>• Historic fiction writing</li> <li>• Primary source material</li> </ul>	Using <i>Microsoft Word</i> , students will write historical fiction from the perspective of a 19 <sup>th</sup> Century slave.

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<b>March Into April</b>	<b>Soc. Science</b> 16.A.3b 16.B.3a, b  <b>Lang. Arts</b> 1.B.3d 4.A.3a, b, d 4.B.3a, d	<b>Unit #10</b> <b>What are the characteristics of an effective oral presentation?</b> Content: Presidential Presentations <ul style="list-style-type: none"> <li>• George Washington</li> <li>• John Adams</li> <li>• Thomas Jefferson</li> <li>• James Madison</li> <li>• James Monroe (if needed)</li> <li>• John Quincy Adams (if needed)</li> </ul> Skill: <ul style="list-style-type: none"> <li>• Oral presentation</li> </ul>	Students, in a group of three, will use three adjectives to describe the actions of each president.

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<b>April Into</b> <b>May</b>	<b>Soc. Science</b> 15.A.3d 15.D.3a 15.E.3b 16.A.3a, b 16.B.3c, d 16.D.3b 18.B.3a 18.C.3b  <b>Lang. Arts</b> 1.B.3d 3.A.3 3.B.3a, b 3.C.3a 4.A.3a, b, d 4.B.3a, d	<b>Unit #11 (Cross-curricular with English)</b> <b>What was Jacksonian Democracy?</b> <b>How do I give an effective speech?</b> Content: The Age of Jackson <ul style="list-style-type: none"> <li>• Early years</li> <li>• As a warrior</li> <li>• As president</li> </ul> Skills: <ul style="list-style-type: none"> <li>• Oral presentation</li> <li>• Speech writing</li> <li>• Word processing</li> </ul>	Students will write and present a speech as Andrew Jackson. The students will be able to select from five different speech scenarios.

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<b>May to End of School Year</b>	<b>Soc. Science</b> 15.D.3c 16.A.3.a 16.A.3.b 16.D.3a 17.C.3a 18.B.3b	<b>Unit #12</b> <b>What caused the Civil War?</b> Content: Events: <ul style="list-style-type: none"> <li>• Northwest Ordinance of 1878</li> <li>• Constitutional convention 1789</li> <li>• Missouri Compromise of 1820</li> <li>• Nullification Crisis of 1832</li> <li>• Compromise of 1850</li> <li>• Uncle Tom's Cabin 1852</li> <li>• Death of Henry Clay 1852</li> <li>• Kansas-Nebraska Act 1854</li> <li>• Republican party Born 1854</li> <li>• Dred Scott Decision 1857</li> <li>• John Brown's Attack 1859</li> <li>• Abraham Lincoln Elected 1861</li> </ul> Possible Arguments <ul style="list-style-type: none"> <li>• Constitutional</li> <li>• Slavery</li> <li>• Sectionalism</li> <li>• Tariffs</li> <li>• States' Rights</li> <li>• Combination of arguments</li> </ul> Skills: <ul style="list-style-type: none"> <li>• Re-enforcement of skills taught throughout the year</li> <li>• Possible projects:               <ul style="list-style-type: none"> <li>○ Essay</li> <li>○ Historical Fiction</li> <li>○ Power Point</li> <li>○ Scrapbook</li> <li>○ Speech</li> <li>○ Student selected/Teacher approved</li> </ul> </li> </ul>	Students will select a type of project to answer the essential question.  The students create the point values and descriptors for the rubric.

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<b>Note:</b> <ul style="list-style-type: none"> <li>• Units #4, #5, #6, #7, #9, and #11 are cross-curricular assessments/projects with English.</li> <li>• Different class periods may complete different types of assignments.</li> <li>• This class is not textbook/worksheet based. When a student is absent, he or she misses instruction that will need to be made up at school.</li> </ul>			
Writing Assignments			
<b>Expository</b>	<b>Narrative</b>	<b>Persuasive</b>	
1. Maya Summary 2. Inca Summary 3. Inca Editorial 4. First five U.S. President Adjective Speech Writing	1. Jamestown Summary 2. Pilgrim Summary 3. Pilgrim/Puritan Compare and Contrast 4. Life, Liberty, and Pursuit of Happiness Essay 5. Slavery Historical Fiction	1. Organ Transplant Research Paper 2. Student Choice Research Paper 3. Power Point American Revolution Propaganda 4. Letter to Editor 5. Andrew Jackson Speech	
<b>Unit #12-Students choose their type of writing assignment: What caused the Civil War?</b>			