

**PROCESS OBJECTIVES****1<sup>st</sup> Nine****Weeks**

1. \* Locate, gather, analyze, apply info from primary ,secondary sources using examples of different perspectives & points of view. (1.1)
2. \* Construct time lines from significant events in United States history. (1.2)
3. Identify, evaluate, and draw conclusions from different kinds of maps, graphs, charts, and diagrams. (7.1a)
4. Construct and use maps of locales, regions, continents, and the world that demonstrate an understanding of direction, key, legend, map symbols, scale, size, shape, and landforms. (7.1b)
5. Construct and use maps of locales, regions, continents, and the world that demonstrate an understanding of mental mapping, relative location, latitude, longitude, and landforms. (7.1c)
6. Evaluate how the physical environment affects humans & how humans modify their physical environment. (7.2)
7. Analyze the physical characteristics of historical places in various regions and the role they played. (7.3)
8. \* Compare and contrast how different cultures adapt to, modify, and impact their physical environment. (7.5)

**CONTENT OBJECTIVES**

1. Compare and contrast the objectives of exploration for each of the countries (Portugal, Spain, France, the Netherlands, and England) that played a major role in the discovery and colonization of North and South America. (2.1a)
2. Compare and contrast the problems faced by Portugal, Spain, France, the Netherlands, and England during the exploration and colonization of North and South America. (2.1b)
3. Compare and contrast the results of key expeditions by Portugal, Spain, France, the Netherlands, and England during the exploration and colonization of North and South America. (2.1c)
4. Identify the major explorers (e.g., Columbus, Ponce de León, Magellan, Coronado, Cortés, Hudson, Raleigh, and La Salle) and describe their purpose of exploration and their major accomplishments. (2.1d)
5. Explain how the arrival of the Europeans in the Americas during the 15<sup>th</sup> and 16<sup>th</sup> centuries affected the lives and the cultures of the indigenous peoples and the Europeans. (2.2)
6. Compare & contrast early European settlements (e.g., Jamestown, Plymouth Plantations, Massachusetts Bay, & New Amsterdam) by identifying something about landforms and types of soil & native populations. (3.1a)
7. Compare/contrast the early European settlements (e.g., Jamestown, Plymouth Plantations, Massachusetts Bay, and New Amsterdam) by identifying the individual groups that colonized North America and their reasons for colonization. (3.1b)

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8. Analyze the circumstances that brought individuals to North America during the 17<sup>th</sup> & 18<sup>th</sup> C. (e.g., economic opportunity, slavery, escape from religious persecution, military adventure, & release from prison). (3.1c)
9. Describe the similarities and differences (e.g., social, agricultural, and economic) among the New England, mid-Atlantic, and southern colonies. (3.2a)
10. Compare and contrast economics, professions, and daily lifestyles of the eighteenth century colonist from various perspectives (e.g., large landowners, farmers, artisans, women, slaves, and indentured servants) among the New England, mid-Atlantic, and southern colonies. (3.2b)
11. Identify major figures and groups of Colonial American growth (e.g., John Smith, John Rolfe, Puritans, Pilgrims, Roger Williams, Anne Hutchinson, Lord Baltimore, Quakers, William Penn, James Oglethorpe, and Peter Stuyvesant) and relate how their accomplishments influenced its development. (3.3)
12. Describe the causes and results of conflicts between England and Colonial America (e.g., the French and Indian War, Stamp Act, Boston Massacre, Intolerable Acts, Battles of Lexington and Concord, Battle of Saratoga, and Battle of Yorktown). (4.1)
13. Identify major historical figures/groups (e.g., Samuel Adams, the Sons of Liberty, Paul Revere, Mercy Otis Warren, George Washington, Thomas Paine, Thomas Jefferson, Marquis de Lafayette, King George III, Hessians, Lord Cornwallis) in colonial America in the years just prior to & during the American Revolution; relate how they influenced its ultimate outcome. (4.4)
14. Interpret geographic information to explain how society changed as the population of the United States moved West during colonization, including where Native Americans lived and how they made their living. (7.4a)

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15. Identify the basic ideals expressed in and interpret the reasons for writing the Declaration of Independence (e.g., “all men are created equal” and “life, liberty, and the pursuit of happiness”). (4.3)
16. \* Explain/give examples of how scarcity and choice govern economic decisions (e.g., Boston Tea Party and boycott). (4.2)
17. Identify the basic ideals expressed in and interpret the reasons for writing the United States Constitution (e.g., weaknesses of the Articles of Confederation and Shays’ Rebellion, and the goals listed in the Preamble). (5.2a)
18. Outline the major provisions of the Constitution, including the federal system and the three branches of government. (5.2b)
19. Describe the process which led to the writing of the U.S. Constitution (e.g., the interests of large states and small states; the major compromises over representation in Congress) and its ratification (e.g., Federalists vs. Anti-Federalists). (5.3a)
20. Describe the process which led to the addition of the Bill of Rights and explain the rights and responsibilities of citizens. (5.3b)
21. Interpret geographic information to explain how society changed as the population of the United States moved West after the Revolutionary War and leading into Westward Expansion, including where Native Americans lived and how they made their living. (7.4b)

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22. \* Describe the relationship between taxation and government services. (5.4)
23. \* Explain the purposes of government. (5.1)
24. \* Describe/sequence the territorial exploration, expansion, settlement of the United States, including the Louisiana Purchase, the Lewis and Clark expedition, and the acquisition of Florida, Texas, Oregon, and California. (6.1)
25. \* Explain the impact of Andrew Jackson’s presidency (e.g., the role of the “common man” in politics and the significance of Jackson’s Indian policy). (6.2)
26. \* Relate the distribution and movement of people, goods, and services to the major influences of Westward Expansion (e.g., the Monroe Doctrine, canals and river systems, railroads, economic incentives, Manifest Destiny, and the frontier spirit). (6.3)
27. \* Identify ways manufacturing and inventions (e.g., cotton gin, McCormick reaper, steamboat, and steam locomotive) created an Industrial Revolution in the United States. (6.4)
28. \* Examine the abolitionist and women’s suffrage movements and their leaders (e.g., Frederick Douglas, William Lloyd Garrison, Harriet Beecher Stowe, Elizabeth Cady Stanton, and Susan B. Anthony). (6.5)