

Theme	District Curriculum Heading	District Curriculum Statement	Aligned State Standard	Teacher Resources	Performance Indicator
HISTORY	Review	Students will engage in a general review of the exploration period of the Americas.		This is intended to be a brief review, which will last no longer than one week. Text, Ch. 3; Explorers of the New World Interactive CD; Three Worlds Meet, Origins-1620 (VHS)	Students will be able to describe the significant contributions of early explorers.
HISTORY	Review	Students will engage in a general review of the early settlements and colonies in North America.		This is intended to be a brief review, which will last no longer than one week. Text, p. 81-97.	
GEOGRAPHY	Review	Students will demonstrate an understanding of the locations of the original thirteen colonies.		This is intended to be a brief review, which will last no longer than one week. Text, Ch. 4.	When given a map, students will be able to place the colonies in the correct place.
HISTORY	Clash of Empires in N. America	Students will learn about the rivalries that developed between the English and French in North America.		Text, p. 140-141.	Students will be able to describe the significance of fur trade and land disputes between the English and French, and the role that Native Americans played in this rivalry.
HISTORY	Clash of Empires in N. America	Students will gain an understanding of the causes and major battles of the French and Indian War.	16.B.3a(US)	Text, p. 142-145.	Students will be able to describe the strategic advantages that both sides had during the French and Indian War and the outcome of the conflict.
HISTORY	Clash of Empires in N. America	Students will learn how the French and Indian War affected the fate of North America.	16.B.3a(US)	Text, p. 145.	Students will be able to describe the impact of the Treaty of Paris (1763) upon the American colonies.

HISTORY	Birth of a New Nation	Students will learn about the specific events that pushed the American colonists towards rebellion.	16.B.3b(US)	Text, p. 146-158.	Students will be able to explain the significance of the Proclamation of 1763, Stamp Act, Townshend Acts, Boston Massacre, Boston Tea Party, and the Intolerable Acts.
HISTORY	Birth of a New Nation	Students will learn about the people and groups that helped to bring about American independence.	16.B.3b(US)	Text, p. 146-158, 173. Ben Franklin: Citizen of the World (VHS)	Students will be able to describe the significant contributions of Samuel Adams, John Adams, Benjamin Franklin, Patrick Henry, John Hancock, Paul Revere, Thomas Paine, Sons of Liberty, First and Second Continental Congresses, and the Committees of Correspondence.
POLITICAL SYSTEMS/HISTORY	Birth of a New Nation	Students will understand ideas and beliefs of the Declaration of Independence.	14.F.3a 16.B.3b(US)	Text, p.173-180.	Students will be able to describe the ideas and beliefs reflected in the Declaration of Independence.
HISTORY	Birth of a New Nation	Students will learn about the details and significance of major battles in the American Revolution.		Text, p. 160, 170-171, 181-195. April Morning (VHS).	Students will be able to explain the significance of Lexington and Concord, Bunker Hill, Trenton, Saratoga, Valley Forge, sea battles, and Yorktown.
HISTORY	Birth of a New Nation	Students will understand the contributions of various individuals during the American Revolution.	16.B.3b(US)	Text, Ch. 6	Students will be able to explain the significant contribution of General Washington, Benedict Arnold, John Paul Jones, Baron von Steuben, Casimir Pulaski, and Marquis de Lafayette.
HISTORY	Birth of a New Nation	Students will understand the importance of the Treaty of Paris (1783).	16.B.3b(US)	Text, p. 194.	Students will be able to describe the main components of the Treaty of Paris (1783).

CURRENT EVENTS	Shaping a Nation	Students will learn about the new national government set up under the Articles of Confederation.	14.F.3b	Text, p. 201-204.	Students will be able to explain why the Articles of Confederation created a weak union of states.
POLITICAL SYSTEMS	Shaping a Nation	Students will learn about the conflicts and compromises that shaped the U.S. Constitution.	14.F.3a 14.F.3b	Text, p. 206-210, 215-216.	Students will be able to explain the significance of the Great Compromise, Three-Fifths Compromise, and the difference between Federalists and Anti-Federalists.
POLITICAL SYSTEMS	Shaping a Nation	Students will learn about the origins of American democracy, as inspired by political traditions and practices in Great Britain.	14.E.3	Text, p. 211-214.	Students will be able to describe the significance of the Magna Carta, Parliament, Glorious Revolution, House of Burgesses, and the Mayflower Compact.
POLITICAL SYSTEMS	Shaping a Nation	Students will learn about the origins and functions of the three branches of federal government.	14.A.3	Text, p. 251-257.	Students will be able to describe the functions of each branch of federal government and the system of checks and balances.
POLITICAL SYSTEMS	Current Events	Students will learn about candidates and issues in current elections.		New York Times Upfront current events magazine for teens; class discussion	Students will be able to describe the candidates and issues involved in current elections.
POLITICAL SYSTEMS	Shaping a Nation	Students will learn about the origins of and freedoms included in the Bill of Rights.	14.F.3a 14.F.3b	Text, p. 216-218.	Students will be able to explain the need for a Bill of Rights and describe some of the freedoms and rights guaranteed by it.
HISTORY	Shaping a Nation	Students will learn how the U.S. Constitution has changed throughout time.	16.B.3c(US)	Text, p. 259-261	Students will be able to describe how the U.S. Constitution has changed throughout time as a result of amendments or Supreme Court decisions (i.e. Marbury v. Madison, 13th Amendment).

POLITICAL SYSTEMS	Illinois Government	Students will learn about the three branches of state government.	14.A.3	Illinois Handbook of Government	Students will be able to describe the functions of each branch of state government and the system of checks and balances.
HISTORY	Illinois Government	Students will learn about the admission of Illinois into the Union and significant cities of Illinois.	16.E.3b(US)	Illinois Handbook of Government	Students will be able to identify the date that Illinois was admitted to the Union and the three capital cities of Illinois.
POLITICAL SYSTEMS	U.S. Flag	Students will learn about the history of the U.S. flag and the proper ways to display and dispose of the flag.		Teacher handout on the history of the U.S. flag.	Students will be able to identify the following characteristics of the American flag: what the colors stand for, what the stripes and stars stand for, proper display and disposal of the flag.
POLITICAL SYSTEMS	Shaping A Nation	Students will learn about the development of political parties.		Text, p. 287-290.	Students will be able to explain how differences between political leaders led to the creation of political parties.
POLITICAL SYSTEMS	Shaping a Nation	Students will learn about some of the fundamental differences between the Democrat and Republican parties of today.		Text, p. 289.	Students will be able to explain some of the fundamental differences between current Democrats and Republicans.
HISTORY	Expanding and Defending Boundaries	Students will recognize the importance of the Louisiana Purchase.		Text, p. 307-310.	Students will be able to explain how the U.S. obtained the Louisiana Territory and how this encouraged expansion of the U.S.
HISTORY	Expanding and Defending Boundaries	Students will learn about the Lewis and Clark expedition.	16.E.3a(US)	Text, p. 309-311.	Students will be able to describe the significant contributions of Merriweather Lewis, William Clark, and Sacajawea.

HISTORY	Expanding and Defending Boundaries	Students will learn about the causes and impact of the War of 1812.		Text, p. 316-325.	Students will be able to explain the causes of the War of 1812 and the impact this war had on the emergence of the U.S. as a world power.
POLITICAL SYSTEMS	Expanding and Defending Boundaries	Students will learn about the Monroe Doctrine.	14.E.3	Text, p. 350-351.	Students will be able to explain why the Monroe Doctrine was a warning to Europe to "keep out of the Americas."
HISTORY	Expanding and Defending Boundaries	Students will learn about early forms of transportation in the U.S.	16.E.3b(US)	Text, p. 338-341.	Students will be able to explain the importance of the National Road, Erie Canal, steam power, and railroads.
HISTORY	Expanding and Defending Boundaries	Students will learn about the changes that brought about the Industrial Revolution.	16.C.3b(US)	Text, p. 330-335.	Students will be able to explain how factories changed New England and how new inventions (i.e. cotton gin and interchangeable parts) aided the rise of industrialized labor in the U.S.
HISTORY	Expanding and Defending Boundaries	Students will learn about the institution of slavery in the United States.	16.C.3b(US)	Text, p. 422-426.	Students will be able to explain why the Southern economy was so dependent on slavery.
HISTORY	Jacksonian Democracy	Students will learn about political disputes and conflicts that occurred during Andrew Jackson's presidency.		Text, p. 360-368, 371-373.	Students will be able to explain the significance of sectionalism, Missouri Compromise of 1820, spoils system, Indian Removal Act of 1830, and Trail of Tears.
HISTORY/SOCIAL SYSTEMS	Changes in American Life	Students will learn about the impact of immigration between 1820-1860.	16.C.3b(US) 18.C.3a 18.C.3b	Text, p. 415-416.	Students will be able to describe the groups who emigrated to the U.S. during the first wave of immigration and the important contributions they made to U.S. economy and society.

SOCIAL SYSTEMS	Changes in American Life	Students will learn about reform movements of the early 1800's.	18.C.3b	Text, p. 434-447.	Students will be able to describe the importance of the following: temperance movement, women's suffrage, and abolitionism.
HISTORY	Westward Movement	Students will learn about the people, places, and events involved in the westward expansion of the United States.	16.D.3a(US) 16.D.3b(US) 16.E.3b(US)	Text, p. 378-403.	Students will be able to explain the importance of the following: Santa Fe Trail, Oregon Trail, Mormon migration, California Gold Rush, and boomtowns.
HISTORY	Westward Movement	Students will learn about the Texas Revolution.		Text, p. 385-389.	Students will be able to describe the events leading to the independence of Texas.
HISTORY	Westward Movement	Students will learn about the Mexican War.		Text, p. 394-397.	Students will be able to describe the major events of the Mexican War.
HISTORY	The Civil War	Students will learn about the growing differences between the North and the South from 1850-1861.	16.C.3b(US)	Text, p. 460-472. A&E Biography: Frederick Douglass (VHS).	Students will be able to explain the significance of the following: Mason-Dixon Line, Compromise of 1850, popular sovereignty, Underground Railroad, Harriet Tubman, Frederick Douglass, abolitionists, Fugitive Slave Law, Kansas-Nebraska Act, "Bleeding Kansas", and John Brown.
HISTORY	The Civil War	Students will learn about the states which remained in the Union, those which seceded, and those which were border states.	16.D.3a(US)	Text, p. 479-480.	Students will be able to draw on a map the states which seceded from the Union and those that were border states.
HISTORY	The Civil War	Students will learn about Northern and Southern advantages of going to war.	16.D.3a(US)	Text, p. 487-489.	Students will be able to describe the Northern and Southern advantages of going to war.

HISTORY	The Civil War	Students will learn about the major battles of the Civil War.		Text, p. 481, 491-499, 505-510. Touring Civil War Battlefields (VHS).	Students will be able to explain the significance of the following: Fort Sumter, First Battle of Bull Run, Virginia and the Monitor, Antietam, Gettysburg, Sherman's March to the Sea, and Vicksburg.
HISTORY	The Civil War	Students will learn about people associated with the Civil War time period.		Text, p. 486-510. Great Generals of the South (VHS), The True Story of Glory (VHS).	Students will be able to describe the importance of the following individuals: Abraham Lincoln, Jefferson Davis, Robert E. Lee, Thomas "Stonewall" Jackson, Ulysses S. Grant, John Wilkes Booth, Belle Boyd, and the 54th Regiment of Massachusetts.
HISTORY	The Civil War	Students will learn about the consequences of the Civil War, in terms of how it impacted the North and the South.	16.D.4b(US)	Text, p. 516-519.	Students will be able to describe the results of the Civil War.
HISTORY	Reconstruction	Students will learn about the issues facing African Americans after the Civil War.	16.D.4b(US)	Text, p. 521-532.	Students will be able to identify the problems facing African Americans in the period after the Civil War.
HISTORY	Reconstruction	Students will learn about the different plans for rebuilding the South after the Civil War.		Text, p. 517-523. Reconstruction & Segregation: 1865-1910 (VHS).	Students will be able to distinguish between Moderate and Radical Republican ideas pertaining to Reconstruction.
HISTORY	Reconstruction	Students will learn about the important amendments and Supreme Court decisions that occurred in the post-Civil War period.	16.B.3c(US)	Text, p. 519-524, 532.	Students will be able to identify the 13th, 14th, and 15th Amendments and explain the significance of Plessy v. Ferguson.
HISTORY	Reconstruction	Students will learn about the impeachment of Andrew Johnson.		Text, p. 523-524.	Students will be able to explain why Andrew Johnson was impeached.
HISTORY	Industrial Revolution	Students will learn about the transcontinental railroad.	16.E.3b(US)	Text, p. 549-551, 570-571.	Students will be able to explain how the development of a railroad system transformed the United States.

HISTORY	Industrial Revolution	Students will learn about various inventors/inventions from 1860-1915.		Text, p. 578-579, 584-589. Industrialization & Urbanization: 1870-1910 (VHS).	Students will be able to describe the significance of the following inventors/inventions: Bessemer process, Thomas Edison, Alexander Graham Bell, Henry Ford, Wright Bros.
HISTORY	Industrial Revolution	Students will learn about the rise of big business.	16.C.3c(US)	Text, p. 578-583.	Students will be able to describe how business changed in the late 1800's by explaining the significance of the following: department stores, advertising, business cycle, corporation, entrepreneurs, monopoly, trust.
HISTORY	Industrial Revolution	Students will learn about the reasons workers organized in the late 1800's.	16.C.3c(US)	Text, p. 590-595.	Students will be able to explain the connection between worker wages and conditions and the need for labor unions in the late 1800's.
SOCIAL SYSTEMS	The Rise of American Cities	Students will learn about the challenges that various ethnic groups faced when they emigrated to America in the late 1800's.	18.C.3a 18.C.3b	Text, p. 600-605.	Students will be able to describe the various ethnic groups that emigrated to America in the late 1800's and the challenges they faced in this country.
HISTORY	The Rise of American Cities	Students will learn about what life was like for immigrants living in large American cities at the turn of the twentieth century.	16.E.3c(US)	Text, p. 606-610	Students will be able to explain the significance of the following terms: tenements, slums, piecework, padrone, and settlement house.
HISTORY	The Rise of American Cities	Students will learn how the large cities of the U.S. changed in the late 1800's.	16.E.3c(US)	Text, p. 612-616, 618-619. <i>History of the 20th Century: 1900-1909</i> (VHS).	Students will be able to explain the significance of the following: skyscrapers, suburbs, vaudeville, nickelodeons, bicycles, sports, and newspaper circulation.

HISTORY	Forces Shaping A New West	Students will learn about some of the events in the West from 1860-1900.	16.E.3b(US)	Text, Ch. 19. I Will Fight No More Forever (VHS).	Students will be able to describe the significance of the following: Comstock Lode, placer mining, acquisition of Alaska, Indian reservations, Battle of Little Bighorn, Chief Joseph, Wounded Knew Massacre, Dawes Act, and the Homestead Act.
HISTORY	Politics and Reform	Students will learn about the corruption that local and national governments faced in the late 1800's and early 1900's.		Text, p. 631-637.	Students will be able to describe the significance of the following: political machines, wards, Tweed Ring, spoils system, and Pendleton Civil Service Act.
HISTORY/POLITICAL SYSTEMS	Politics and Reform	Students will learn about the progressive reforms of the early 1900's.	16.C.3c(US) 14.C.3	Text, p. 632-648. <i>History of the 20th Century: 1910-1919</i> (VHS).	Students will be able to describe the significance of the following: progressives, Theodore Roosevelt and the "Square Deal," Sherman Antitrust Act, laissez faire, muckrakers, Upton Sinclair and <i>The Jungle</i> , Pure Food and Drug Act, women's suffrage, Booker T. Washington, and W.E.B. DuBois.
ECONOMICS	Economics	Students will learn about how market prices signal producers about what to produce, how to produce, and how much to produce.	15.A.3a	Text, p. 26-28.	Students will be able to explain how market prices have an effect on what is produced, how it is produced, and how much is produced.
ECONOMICS	Economics	Students will learn about the relationship between productivity and wages.	15.A.3b		Students will be able describe how productivity increases through the use of technology.
ECONOMICS	Economics	Students will learn about the relationship between consumer purchases and businesses paying for productive resources.	15.A.3c		Students will be able to describe the relationship between consumer purchases and businesses paying for productive resources.

ECONOMICS	Economics	Students will learn about the causes of unemployment.	15.A.3d		Students will be able to identify the causes of unemployment.
ECONOMICS	Economics	Students will learn about "market clearing price."	15.B.3a		Students will be able to explain that a market exists whenever buyers and sellers exchange goods and services and that prices are determined by the decisions that buyers and sellers make.
ECONOMICS	Economics	Students will learn about the effects of choice and competition on the economy.	15.B.3b	Business Basics: Supply & Demand (VHS).	Students will be able to explain the competition that takes place when buyers are given many products to choose from in a given market.
ECONOMICS	Economics	Students will learn about the incentives to produce a good or service.	15.C.3	Text, p. 28-29.	Students will be able to explain how price is an incentive to buyers and sellers.
ECONOMICS	Economics	Students will learn about trade as an exchange of goods and services.	15.D.3a		Students will be able to distinguish between imports and exports and how they affect the economy of a nation.
ECONOMICS	Economics	Students will learn about specialization and how it relates to trade among nations.	15.D.3b		Students will be able to explain how specialization usually increases productivity in an economy.
ECONOMICS	Industrial Revolution	Students will learn how workers can affect their productivity through training, tools, and technology.	15.D.3c	Text, p. 584-589.	Students will explain how technological changes have led to new and improved products.
ECONOMICS	Economics	Students will learn about the impact that government policies have on the economy.	15.E.3a	Text, p. 636.	Students will be able to describe the differences between income tax, sales tax, and property tax.
ECONOMICS	Economics	Students will learn about how laws and government policies help a market economy function.	15.E.3b	Text, p. 28-29, 631-632, 639-643.	Students will be able to analyze the benefits and costs to individuals and businesses of government policies that affect the economy.

RESEARCH/ REASONING SKILLS	Research/Reasoning Skills	Students will be able to distinguish between fact and opinion and recognize bias.		Text, p. 20-25.	Students will be able to distinguish between fact and opinion when researching by electronic or printed matter.
RESEARCH/ REASONING SKILLS	Research/Reasoning Skills	Students will continue to develop skills necessary for the preparation and presentation of a research project.		Project guidelines will be developed by social studies teachers.	Students will develop a research project which will involve research on a given topic, an oral presentation, and construction of a visual aid.
RESEARCH/ REASONING SKILLS	Research/Reasoning Skills	Students will write on a given topic for a class period in order to develop their writing skills.		Social studies teachers will consult the English Department for suggestions as to possible topics, etc.	Students will write on a given topic, using proper grammar, structure, and mechanics.
CURRENT EVENTS	Current Events	Students will stay informed about current political, economic, social, and cultural events.		New York Times Upfront current events magazine for teens; class discussion.	Students will engage in class discussion and presentation of current event topics.