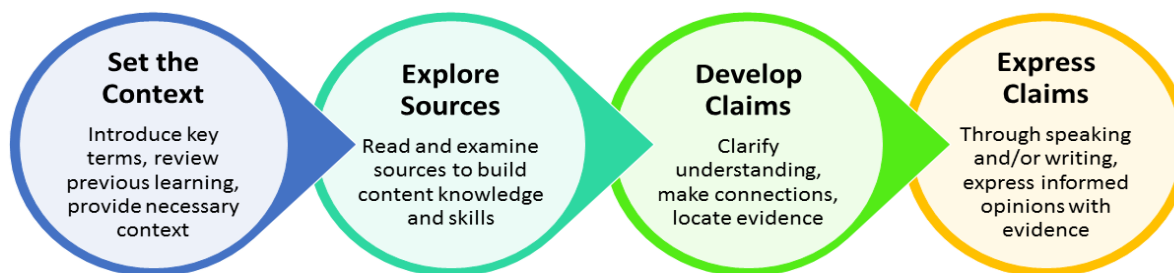


Louisiana STUDENT STANDARDS SOCIAL STUDIES

This document is designed to assist educators in interpreting Louisiana’s 2011 social studies standards. It contains the prioritized content and concepts aligned to GLEs for each unit. The intent of this document is to clarify the essential content and concepts, allowing teachers more flexibility to focus on the three shifts prescribed in the social studies vision:

1. Use **sources** to learn content.
2. Make **connections** among people, events, and ideas across time and place.
3. Express **informed claims** supported by evidence from sources and outside knowledge.

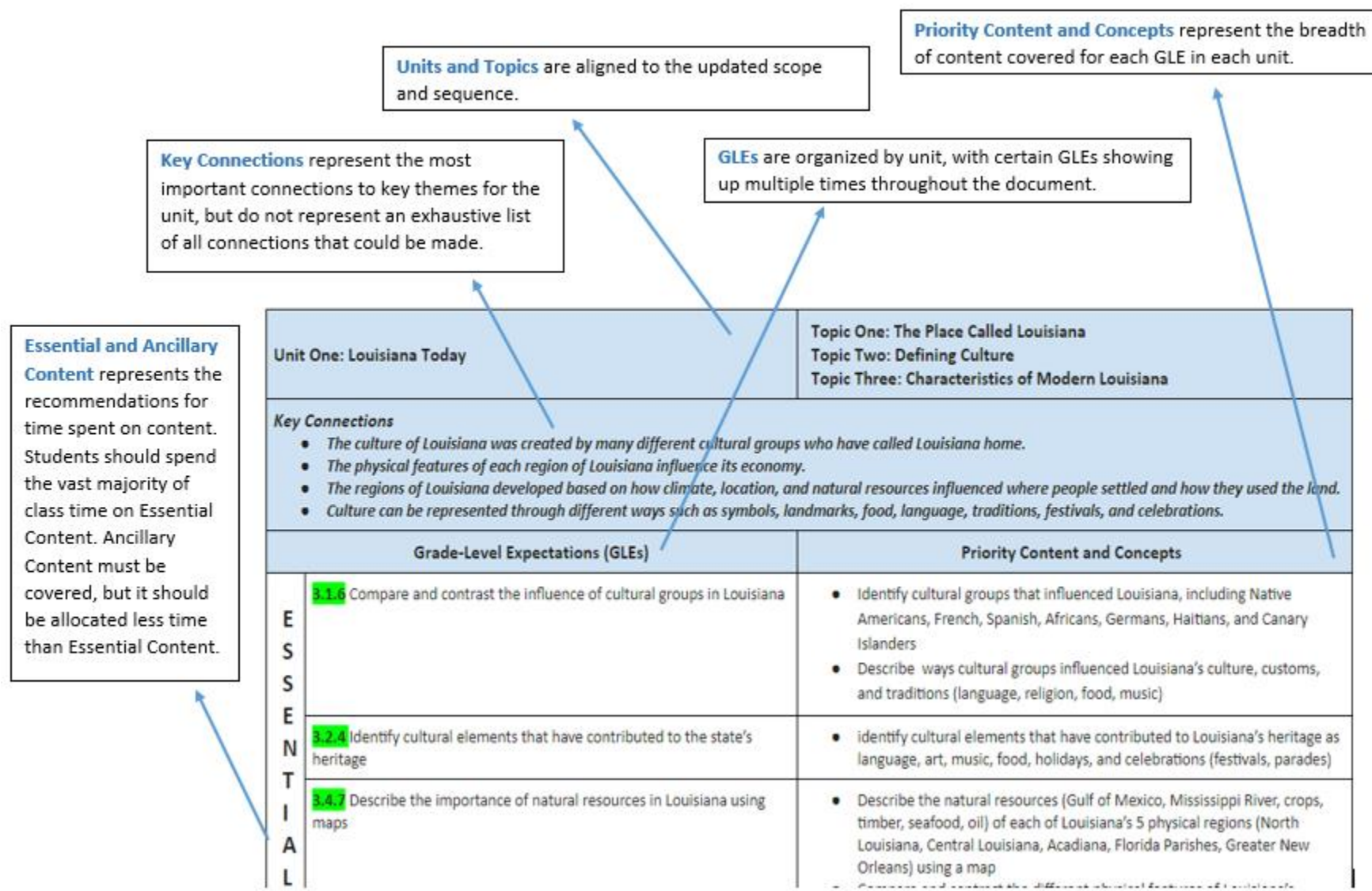


As a general caution, this companion document should not be used as a checklist. Teachers should not approach a unit by teaching each piece of prioritized content from the companion document in the order it is presented. The companion documents describe the range of content for a given GLE in each unit, but they do not reflect the sequence in which or method by which content should be taught. The content presented in the companion document is organized by standard and not integrated (as standards should be taught). If not taught in an integrated way, it is unlikely students will master course content or be prepared for the next course of study. Instead, the companion documents should be used alongside the instructional tasks in the [Updated Social Studies Scope and Sequences](#) or the curriculum adopted by the school. Companion documents should be used as a reference guide to ensure prioritized content is being adequately covered within a unit and to guide supplementation from current teaching resources.

This companion document is considered a “living” document, as we believe that teachers and other educators will find ways to improve the document as they use it. Please send feedback to louisianastandards@la.gov so that we may use your input when updating this guide.

How to Read Guide

The diagram below provides an overview of the information found in all units.



Priority Content and Concepts: Represents the content and concepts that should be taught for each GLE, aligned with assessment parameters. The priority content and concepts are organized by GLE – not sequentially. The [Updated Social Studies Scope and Sequences](#), or other classroom curriculum, should be used as a guide for sequencing content.

Key Connections: Represent the important connections students should be making within the content and across units. Making connections among people, events, and ideas across time and place is one of the social studies shifts, and the purpose of including sample connections in this document is to help students and teachers implement this shift. The key connections are not an exhaustive list, but rather serve as a guide for the type of deeper understandings students should be forming.

Essential and Ancillary Content: Content is grouped into two categories, essential and ancillary. Essential content represents the most important concepts to be taught in each unit to further connections and understandings of the main ideas in each social studies course. Teachers should spend the majority of their time teaching the essential content. Ancillary content includes skills that are used in support of main ideas (such as map skills which are necessary to interpret and analyze maps), review content within a unit (some GLEs may be essential in some units and ancillary in others), and historical thinking skills (which should be practiced every unit). Ancillary content should **not** be cut from instruction because, without it, students will not be prepared for their next course of study. The essential and ancillary content distinction can be used to help teachers prioritize how much time to spend on different concepts.

A note on teaching the historical thinking skills standards: There are many acceptable options for teaching historical thinking skills. The content provided in the companion documents aligned to historical thinking skills is purposefully broad. Teachers may make adjustments to how historical thinking skills are taught to fit the needs of their classroom. While historical thinking skills are categorized as ancillary content, it is critical that teachers teach the prioritized content in each unit through the historical thinking skills standards.

Unit One: Road to Independence		Topic One: Rising Tension with Britain Topic Two: A Crisis in the Colonies Topic Three: The Revolutionary War	
Key Connections <ul style="list-style-type: none">Government policies prompted political, social, and economic change.Ideas, people, and events have shaped national identity.			
Grade-Level Expectations (GLEs)		Priority Content and Concepts	
ESSENTIAL CONTENT	7.1.3 Analyze the causes and effects of key events and ideas in the development of the United States	<ul style="list-style-type: none">Analyze the causes and effects of the Revolutionary War.	
	7.2.1 Identify and describe the impact of key events, ideas, and people that led to the American Revolution	<ul style="list-style-type: none">Describe the outcome of the French and Indian War and its effect on relations between Britain and the colonies leading up to the Revolutionary War.Analyze the causes and consequences of British attempts to assert greater control over the colonies (Proclamation of 1763, regulations of colonial trade, taxation, Sugar Act, Stamp Act, Quartering Act, Declaratory Act, Townshend Acts, Tea Act, Intolerable Acts).Analyze colonists’ reactions to Britain’s actions, including those by groups like the Sons of Liberty and Boston Patriots, and effects of the reactions on relations between Britain and the colonies (Stamp Act Congress, petitions, boycotts, Boston Tea Party, First Continental Congress).Explain the causes and effects of the Boston Massacre.Explain the use of propaganda, including <i>Common Sense</i>, by the colonists and how it contributed to the Revolutionary War.Compare and contrast viewpoints of Loyalists and Patriots, and evaluate their arguments for or against independence from Britain.Analyze how the decision to break away from Britain was influenced by Enlightenment ideas and the ideas expressed in the Declaration of Independence.	
	7.2.2 Analyze important turning points and major developments of the American Revolution	<ul style="list-style-type: none">Explain the role and importance of George Washington and his leadership of the Continental Army, including his strategy to win the Revolutionary War.	

ANCILLARY		<ul style="list-style-type: none"> Analyze the significance and outcome of key battles and turning points during the American Revolution (Battles of Lexington and Concord, Battles of Trenton and Princeton, Valley Forge, Battle of Saratoga and the alliance with France, Battle of Yorktown). Evaluate the strengths and weaknesses of the British and Americans in the Revolutionary War. Explain the events that led to British surrender at Yorktown and the terms of the Treaty of Paris of 1783. Explain how the Revolutionary War affected women, Native Americans, and African Americans, and explain the contributions of each group to the war.
	7.2.3 Evaluate the development of the United States government from the First Continental Congress through the ratification of the United States Constitution	<ul style="list-style-type: none"> Discuss the reasons for forming the First Continental Congress and Second Continental Congress, and describe the actions and accomplishments of each (boycott of British goods, creation of Continental Army, Olive Branch Petition, Declaration of Independence). Explain how the Continental Congresses affected the relationship between the colonists and Britain. Analyze how the formation of the U.S. government was influenced by ideas expressed in the Declaration of Independence.
	7.5.3 Analyze historical maps, charts, and graphs of the United States from 1763–1877	<ul style="list-style-type: none"> Explain how geography affected events leading to and during the Revolutionary War (distance, knowledge of the climate and terrain). Use charts and graphs to answer questions about the political, social, and economic effects of the Revolutionary War (casualties, trade disruptions, inflation).
	7.8.8 Examine how key legislation and court decisions influenced the course of United States history from 1763–1877	<ul style="list-style-type: none"> Discuss how British acts influenced events leading up to the Revolutionary War (Proclamation of 1763, Sugar Act, Stamp Act, Quartering Act, Declaratory Act, Townshend Acts, Tea Act, Intolerable Acts).
	7.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by completing the following tasks: <ul style="list-style-type: none"> Conducting historical research Evaluating a broad variety of primary and secondary sources Comparing and contrasting varied points of view 	<i>Opportunities for addressing GLE 7.1.1 in Unit 1:</i> <ul style="list-style-type: none"> Conduct research on the events leading up to the Revolutionary War. Read and analyze excerpts from primary sources to answer questions about the Revolutionary War. Compare and contrast the views of Loyalists and Patriots. Explain the significance of words and phrases such as “no taxation without representation,” “all men are created equal,” “inalienable rights,” and “consent of the governed.” Make a claim about the extent to which society changed as a result of independence from Britain.

	<ul style="list-style-type: none"> Determining the meaning of words and phrases from historical texts Using technology to research, produce, or publish a written product 	
7.1.2	Explain patterns and recurring themes in United States history	<p><i>Opportunities for addressing GLE 7.1.2 in Unit 1:</i></p> <ul style="list-style-type: none"> Explain how the Revolutionary War shaped American identity.
7.1.4	Interpret and construct timelines of key events, people and ideas	<ul style="list-style-type: none"> Interpret and/or construct a timeline of key events to answer questions about the Revolutionary period (French and Indian War, Treaty of Paris of 1763, Proclamation of 1763, British acts, Stamp Act Congress, Boston Massacre, Boston Tea Party, First Continental Congress, Second Continental Congress, Declaration of Independence, <i>Common Sense</i>, major battles, turning points, Treaty of Paris of 1783).
7.1.5	Analyze primary and secondary sources to answer questions related to United States history	<p><i>Opportunities for addressing GLE 7.1.5 in Unit 1:</i></p> <ul style="list-style-type: none"> Analyze colonial propaganda and evaluate its impact. Read and analyze excerpts from primary sources such as <i>Common Sense</i> by Thomas Paine, John Dickinson's speech arguing against the independence of the colonies, and the <i>Declaration of Independence</i> to answer questions about the ideas and events leading to the American Revolution. Read and analyze excerpts from primary sources, such as Commander Washington's General Orders 1775 and articles of the Treaty of Paris 1783, to answer questions about the outcome of the American Revolution.
7.5.1	Analyze the physical and political features of the United States	<ul style="list-style-type: none"> Explain how physical features have influenced political boundaries in North America. Examine political boundaries in North America from 1763-1783, and explain reasons for changing boundaries.
7.5.2	Create maps, charts, and graphs of the United States from 1763–1877	<ul style="list-style-type: none"> Create maps, charts, and graphs about key ideas and events related to the Revolutionary War.
7.9.1	Compare and contrast political divisions of the world from 1763–1877	<ul style="list-style-type: none"> Compare and contrast political divisions of the world from 1763–1783.

	<p>7.9.2 Explain various ways nations interact and the impact of these interactions from 1763–1877</p>	<ul style="list-style-type: none"> • Describe key terms of the Treaty of Paris of 1763, and explain its geographic, economic, and social effects. • Explain how key terms of the Treaty of Paris of 1783 affected relations between the United States and other countries.
	<p>7.10.1 Describe the influences on and the development and expansion of individual rights and freedoms</p>	<ul style="list-style-type: none"> • Analyze the extent to which individual rights and freedoms changed as a result of American independence.

Unit Two: Governing the Nation		Topic One: Articles of Confederation Topic Two: Creating the Constitution Topic Three: The Federal System
Key Connections: <ul style="list-style-type: none"> • Historical ideas, people, and events contributed to the development of the U.S. government. • Division and compromise influenced the formation of the U.S. government. • Ideas, people, and events have shaped national identity. 		
Grade-Level Expectations (GLEs)		Priority Content and Concepts
ESSENTIAL CONTENT	7.1.3 Analyze the causes and effects of key events and ideas in the development of the United States	<ul style="list-style-type: none"> • Explain the causes and effects of problems facing the United States after the Revolutionary War and how they affected the development of the U.S. government. • Explain the causes and effects of Shays' Rebellion and its influence on the Constitutional Convention.
	7.2.3 Evaluate the development of the United States government from the First Continental Congress through the ratification of the United States Constitution	<ul style="list-style-type: none"> • Explain the key characteristics of the Articles of Confederation (federal and state powers, federal government structure). • Evaluate the strengths and weaknesses of the Articles of Confederation, including effectiveness/ineffectiveness in addressing the issues facing the new nation. • Analyze motivations for the creation of a stronger national government, including Shays' Rebellion. • Compare and contrast views on government held by the Founding Fathers. • Describe the divisive issues at the Constitutional Convention, explain the compromises, both proposed and reached (differences in representation between Articles of Confederation and Constitution, New Jersey Plan, Virginia Plan, Great Compromise, Three-Fifths Compromise), and analyze whether compromises reflected the aspirational ideals of the U.S. Constitution. • Explain the arguments of Federalists and Anti-Federalists and how they influenced the development of the U.S. government.
	7.8.1 Evaluate the major purposes of government according to the Preamble to the Constitution of the United States	<ul style="list-style-type: none"> • Describe the purposes of government as outlined in the Preamble to the Constitution of the United States. • Analyze how the Preamble reflects the ideals of the Declaration of Independence.

	7.8.3 Explain how key ideas expressed in historical documents influenced the formation of U.S. government	<ul style="list-style-type: none"> Discuss how ideas about representative/constitutional government influenced the Founding Fathers and the formation of the U.S. government (ancient Greece and Rome, England, Enlightenment). Explain how ideas expressed by the Founding Fathers influenced the development of the U.S. government (letters, <i>Common Sense</i>, Declaration of Independence, <i>Federalist Papers</i>).
	7.8.4 Evaluate the principles of government embodied in the United States Constitution	<ul style="list-style-type: none"> Evaluate the principles of government in the Constitution (separation of powers, checks and balances, federalism, republicanism, limited government, popular sovereignty, individual rights).
	7.8.5 Describe the structure and powers of the three branches of the federal government	<ul style="list-style-type: none"> Describe the structure and powers of the three branches of the federal government as outlined in the U.S. Constitution, and explain how the establishment of three branches addressed concerns about government under the Articles of Confederation. Describe the enumerated, concurrent, and reserved powers that the U.S. Constitution gives the federal government and state governments.
	7.10.1 Describe the influences on and the development and expansion of individual rights and freedoms	<ul style="list-style-type: none"> Analyze different views on the need for and development of a bill of rights. Analyze the individual rights in the Bill of Rights, and explain reasons those specific rights were included.
	7.11.3 Describe government policies that influenced the United States economy	<ul style="list-style-type: none"> Explain how government policies influenced the U.S. economy (debt repayment, high-interest lending, taxes, trade restrictions).
ANCILLARY CONTENT	7.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by completing the following tasks: <ul style="list-style-type: none"> Conducting historical research Evaluating a broad variety of primary and secondary sources Comparing and contrasting varied points of view Determining the meaning of words and phrases from historical texts Using technology to research, produce, or publish a written product 	<p><i>Opportunities for addressing GLE 7.1.1 in Unit 2:</i></p> <ul style="list-style-type: none"> Conduct historical research about the founding of the U.S. government using historical documents. Compare and contrast varying points of view about the formation of the U.S. government. Compare and contrast the Articles of Confederation and the U.S. Constitution. Make a claim about how key ideas and events after the American Revolution influenced the identity of the new nation.

7.1.2 Explain patterns and recurring themes in United States history	<p><i>Opportunities for addressing GLE 7.1.2 in Unit 2:</i></p> <ul style="list-style-type: none"> Explain the role of conflict and compromise in the formation of the U.S. government.
7.1.4 Interpret and construct timelines of key events, people and ideas	<ul style="list-style-type: none"> Construct and/or interpret a timeline of key events to answer questions about the development of the U.S. government (Articles of Confederation, Shays' Rebellion, Constitutional Convention, U.S. Constitution, Bill of Rights).
7.1.5 Analyze primary and secondary sources to answer questions related to United States history	<p><i>Opportunities for addressing GLE 7.1.5 in Unit 2:</i></p> <ul style="list-style-type: none"> Read and analyze excerpts from the Articles of Confederation, examining its key principles and influences on the development of the U.S. Constitution. Read and analyze excerpts from letters written by the Founding Fathers about the weaknesses of the Articles of Confederation. Read and analyze excerpts from letters written by Thomas Jefferson and George Washington on Shays' Rebellion. Read and analyze excerpts from the Federalist Papers to answer questions about the development and ratification of the U.S. Constitution. Read and analyze excerpts from the U.S. Constitution (Preamble, articles, Bill of Rights) to answer questions about the principles, purposes, and formation of the U.S. government.
7.5.2 Create maps, charts, and graphs of the United States from 1763–1877	<ul style="list-style-type: none"> Create charts and graphs about key ideas, people, and events related to the development of the U.S. government.
7.5.3 Analyze historical maps, charts, and graphs of the United States from 1763–1877	<ul style="list-style-type: none"> Use charts and graphs to answer questions about problems facing the new nation and the development of the U.S. government.
7.6.4 Explain how differences in land use influenced cultural characteristics among regions in the United States from 1763–1877	<ul style="list-style-type: none"> Explain how land use affected the views of people in different regions of the United States from 1781-1789 (representation, taxes).
7.8.2 Differentiate between various forms of government	<ul style="list-style-type: none"> Differentiate between various forms of government (absolute monarchy, constitutional monarchy, representative democracy).
7.8.6 Illustrate how a bill becomes a law at the federal level	<ul style="list-style-type: none"> Explain how a bill becomes a law at the federal level, including how a bill vetoed or not signed by the president may still become a law.

7.8.7 Describe the process used to amend the Constitution	<ul style="list-style-type: none"> Describe the process used to amend the Constitution.
7.8.8 Examine how key legislation and court decisions influenced the course of United States history from 1763–1877	<ul style="list-style-type: none"> Discuss how key legislation and court decisions can influence events.
7.8.9 Explain how federal officials are elected or appointed	<ul style="list-style-type: none"> Explain the processes for electing and appointing federal officials (president, vice president, Electoral College, senator, representative, Supreme Court justices, federal court judges). Discuss the reasons for terms, term limits, and lifetime appointments, and debate the benefits and drawbacks of each.
7.9.1 Compare and contrast political divisions of the world from 1763–1877	<ul style="list-style-type: none"> Compare and contrast political divisions of the world from 1763–1877.
7.9.2 Explain various ways nations interact and the impact of these interactions from 1763–1877	<ul style="list-style-type: none"> Describe interactions between the United States and other nations after the Revolutionary War (territorial disputes, trade, lending, impressment) and their effects on the development of the U.S. government.
7.10.2 Identify and describe ways in which citizens influence change in a democratic society	<ul style="list-style-type: none"> Explain how individuals and groups worked to influence change in the U.S. government from 1781-1789.
7.10.3 Explain the duties and responsibilities of United States citizens	<ul style="list-style-type: none"> Describe the civic duties and responsibilities of citizens in the newly-founded nation and in the United States today.
7.10.4 Describe the qualifications or requirements for United States citizenship	<ul style="list-style-type: none"> Describe the qualifications and requirements for citizenship in the new nation and in the United States today.
7.10.5 Describe the development and roles of political parties and special interest groups in the United States from 1787–1877	<ul style="list-style-type: none"> Explain how the ideas of Federalists and Anti-Federalists influenced the development of political parties in the United States.

Unit Three: The New Republic		Topic One: Governing the New Nation Topic Two: The Jefferson Era Topic Three: Jacksonian Democracy
Key Connections: <ul style="list-style-type: none"> Historical ideas, people, and events shaped U.S. foreign and domestic policies. Territorial expansion contributed to conflict among groups. Social, political, and economic factors contributed to continuity and change in the lives of people/groups. Varied points of view shaped the origin and development of political parties. Ideas about executive power and the role of the government changed over time. 		
Grade-Level Expectations (GLEs)		Priority Content and Concepts
ESSENTIAL CONTENT	7.1.3 Analyze the causes and effects of key events and ideas in the development of the United States	<ul style="list-style-type: none"> Analyze the causes and effects of the War of 1812. Explain how ideas about democracy and executive power shifted during the Jacksonian era.
	7.2.4 Describe the major political and economic events and policies of the Washington and Adams presidencies	<ul style="list-style-type: none"> Explain how Native American policies during the Washington and Adams administrations influenced the development of the United States and how those policies affected Native Americans. Explain the causes and events of the Whiskey Rebellion, the response from the Washington administration, and the effect it had on the development of the United States. Describe key precedents set by George Washington for future presidents and their influence on the development of the United States (presidential cabinet and departments, transfer of power after two terms, executive restraint with vetoes, role of the vice president). Analyze Washington's Farewell Address and how his recommendations influenced the development of the United States (political parties, foreign affairs). Explain how the Adams administration addressed foreign and domestic challenges and how those challenges influenced the development of the United States (Alien and Sedition Acts, principle of nullification, increasing size of the military, enacting taxes to pay for expenses).
	7.3.1 Analyze political, social, and economic factors that led to westward expansion from 1800–1850	<ul style="list-style-type: none"> Explain how Pinckney's Treaty influenced westward expansion and settlement. Explain U.S. motivations for purchasing the Louisiana Territory and the effects of the Louisiana Purchase on westward expansion.

	<ul style="list-style-type: none"> Explain reasons for westward expansion and how expansion affected relations with Native Americans (discovery of natural resources, establishment of new settlements, reservations, assimilation, conflict and decimation of tribal groups, declaring treaties “null and void”). Analyze the causes and effects of the Indian Removal Act of 1830 (purpose, resistance, Trail of Tears, Chief John Ross, <i>Worcester v. Georgia</i>, President Jackson’s justifications and defiance).
7.3.2 Identify and explain foreign policy developments between the United States and other nations from 1800–1850	<ul style="list-style-type: none"> Explain the importance and effects of foreign policies during the Jefferson administration (trade disputes, impressment of American sailors). Explain the significance of foreign policy developments over the course of the War of 1812, including relations with other nations and Native Americans. Analyze the origin of the Monroe Doctrine and the extent to which it influenced U.S. foreign policy and interactions with other nations.
7.5.3 Analyze historical maps, charts, and graphs of the United States from 1763–1877	<ul style="list-style-type: none"> Analyze maps, charts, and graphs related to presidential elections from the Adams to the Jackson administrations. Analyze maps to answer questions about U.S. territorial growth at the turn of the nineteenth century. Explain how physical geography influenced the Lewis and Clark expedition.
7.8.8 Examine how key legislation and court decisions influenced the course of United States history from 1763–1877	<ul style="list-style-type: none"> Analyze the importance of key legislation from the Washington administration through the Jackson administration and how this legislation influenced the course of U.S. history (Judiciary Acts, Alien and Sedition Acts, Residence Act of 1790, Indian Removal Act). Analyze the impact of the <i>Marbury v. Madison</i> decision.
7.9.3 Explain how United States foreign policy was developed and carried out from 1781–1877	<ul style="list-style-type: none"> Explain how presidential administrations from Washington to Jackson addressed foreign challenges and how those challenges influenced the development of the United States (the French Revolution, the proclamation of neutrality, British forts in the Great Lakes/Northwest Territory and Jay’s Treaty, use of the Mississippi/Port of Orleans and Pinckney’s Treaty, XYZ affair and the Quasi War, Adams-Onís Treaty).
7.10.1 Describe the influences on and the development and expansion of individual rights and freedoms	<ul style="list-style-type: none"> Discuss the causes and effects of the expansion of voting rights during the early nineteenth century.

	7.10.5 Describe the development and roles of political parties and special interest groups in the United States from 1787–1877	<ul style="list-style-type: none"> Analyze the views of the Federalists and Democratic Republicans, as represented by Alexander Hamilton and Thomas Jefferson (power/role of the federal government, economic strategy, role of citizens). Discuss how perspectives on the War of 1812 differed according to political party affiliation and how the outcome of the war affected each party. Explain the “Corrupt Bargain” in the presidential election of 1824 and its impact.
	7.11.2 Explain how economic interdependence developed between regions of the United States and with foreign countries	<ul style="list-style-type: none"> Explain the economic interdependence between the North, the South, and foreign countries and how tariffs affected each.
	7.11.3 Describe government policies that influenced the United States economy	<ul style="list-style-type: none"> Describe the economic problems faced by the United States during and directly after Washington's administration, and explain how Alexander Hamilton proposed to solve those financial problems (Hamilton's financial plan, tariffs, taxes, National Bank/First Bank of the United States). Examine the connection between the Tariff of 1828/Tariff of Abominations, the South Carolina nullification crisis, and the doctrine of states' rights. Explain reasons for President Jackson's Bank War and how it influenced the U.S. economy.
ANCILLARY CONTENT	7.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by completing the following tasks: <ul style="list-style-type: none"> Conducting historical research Evaluating a broad variety of primary and secondary sources Comparing and contrasting varied points of view Determining the meaning of words and phrases from historical texts Using technology to research, produce, or publish a written product 	<p><i>Opportunities for addressing GLE 7.1.1 in Unit 3:</i></p> <ul style="list-style-type: none"> Compare and contrast interests and motivations of Native American tribes aligned with Britain and Native American tribes aligned with the United States during the War of 1812. Develop and express claims on the causes or effects of the expansion of voting rights during this period. Use technology to conduct historical research and produce writing on the rise and development of political parties during this period.
	7.1.2 Explain patterns and recurring themes in United States history	<p><i>Opportunities for addressing GLE 7.1.2 in Unit 3:</i></p> <ul style="list-style-type: none"> Explain how political, economic, and cultural factors influenced the relationship between Native Americans and the U.S. government.

<p>7.1.4 Interpret and construct timelines of key events, people and ideas</p>	<p><i>Opportunities for addressing GLE 7.1.4 in Unit 3:</i></p> <ul style="list-style-type: none"> Construct and/or interpret timelines of key events to answer questions about major events from the late eighteenth century to the early nineteenth century and key themes in U.S. history (presidential elections, Northwest Ordinance, Judiciary Acts, Residence Act, First Bank of the United States, Jay's Treaty, Pinckney's Treaty, Quasi War, Alien and Sedition Acts, Louisiana Purchase, Lewis and Clark expedition, Embargo Act, <i>Marbury v. Madison</i>, Adams-Onís Treaty, Tariff of 1828/Tariff of Abominations, Indian Removal Act, <i>Worcester v. Georgia</i>, Trail of Tears).
<p>7.1.5 Analyze primary and secondary sources to answer questions related to United States history</p>	<p><i>Opportunities for addressing GLE 7.1.5 in Unit 3:</i></p> <ul style="list-style-type: none"> Read and analyze excerpts from Washington's Farewell Address to answer questions about Washington's views on government and political parties. Read and analyze excerpts from the Monroe Doctrine to answer questions about the purpose and aims of U.S. foreign policy. Read and analyze Andrew Jackson's 1830 message to Congress and document(s) from Native Americans' perspective, such as Chief John Ross, to answer questions about the Indian Removal Act.
<p>7.5.1 Analyze the physical and political features of the United States</p>	<ul style="list-style-type: none"> Examine political boundaries in the United States from the late eighteenth century to the early nineteenth century, and explain reasons for changing boundaries. Analyze the physical features that made the Louisiana Territory a desirable purchase.
<p>7.5.2 Create maps, charts, and graphs of the United States from 1763–1877</p>	<ul style="list-style-type: none"> Create maps, charts, and graphs about key ideas, people, and events from the Washington administration to the Jackson administration.
<p>7.6.1 Analyze settlement patterns of racial and ethnic groups in the United States from 1763–1877</p>	<ul style="list-style-type: none"> Explain the factors that influenced settlement patterns.
<p>7.6.3 Analyze patterns, motivations, and the impact of rural and urban migration in the United States from 1763–1877</p>	<ul style="list-style-type: none"> Describe reasons for westward migration after the Louisiana Purchase and how migration affected economic development.
<p>7.8.3 Explain how key ideas expressed in historical documents influenced the formation of U.S. government</p>	<ul style="list-style-type: none"> Explain how ideas from the decisions in Supreme Court cases influenced the power and role of the government (<i>Marbury v. Madison</i>).

7.8.9 Explain how federal officials are elected or appointed	<ul style="list-style-type: none"> Describe the outcomes of the election of 1796 and 1800 and how they affected the ratification of the Twelfth Amendment.
7.9.1 Compare and contrast political divisions of the world from 1763–1877	<ul style="list-style-type: none"> Compare and contrast political divisions of the world from the late eighteenth century to the early nineteenth century.
7.9.2 Explain various ways nations interact and the impact of these interactions from 1763–1877	<ul style="list-style-type: none"> Analyze interactions between the United States and other nations from the Washington administration to the Jackson administration and the effects of those interactions.
7.11.1 Explain how the demand for resources and the development of technology influenced economic diversity in the United States	<ul style="list-style-type: none"> Explain how the War of 1812 affected economic development in the United States.

Unit Four: Expansion and Conflict		Topic One: Westward Expansion Topic Two: Growth and Reform Topic Three: Slavery
Key Connections: <ul style="list-style-type: none"> Reform movements influenced U.S. policies, legislation, and court cases. Political, social, and economic factors influenced migration and settlement patterns. Political, social, and geographic factors shaped the economic development of regions in the United States. New technologies in transportation catalyzed westward expansion. Immigration and economic growth in the United States were interconnected. Specialization led to economic interdependence between regions of the United States. 		
Grade-Level Expectations (GLEs)		Priority Content and Concepts
ESSENTIAL CONTENT	7.1.3 Analyze the causes and effects of key events and ideas in the development of the United States	<ul style="list-style-type: none"> Analyze the causes and effects of reform movements in the first half of the nineteenth century. Explain the reasons businesses encouraged immigration to the United States (cheap labor source) and the effects of mass immigration.
	7.3.1 Analyze political, social, and economic factors that led to westward expansion from 1800–1850	<ul style="list-style-type: none"> Analyze the factors that contributed to westward expansion. Analyze how the concept of Manifest Destiny contributed to westward expansion. Explain the connections between westward expansion and the building of canals, roads, and railroads. Explain the political, social, and economic motivations that influenced the annexation of the territories of Oregon, California, Texas, and New Mexico. Explain how relationships between Native Americans and white settlers moving westward changed over time.
	7.3.2 Identify and explain foreign policy developments between the United States and other nations from 1800–1850	<ul style="list-style-type: none"> Explain the causes and effects of the Mexican-American War.
	7.3.3 Examine the motivations and influence of major American reform movements during the 19th	<ul style="list-style-type: none"> Explain the motivations and importance of nineteenth-century reform movements (education, prison, mental health, women’s rights, abolition, temperance).

century	<ul style="list-style-type: none"> ● Explain the nineteenth-century status of women in society (legal rights in marriage, property ownership, contracts, societal beliefs about women's roles and nature) and describe differences in the lives of women based on socioeconomic status, race, and ethnicity. ● Analyze the goals of the women's rights movement of the nineteenth century. ● Analyze the development of the abolitionist movement, including differences within the movement, and evaluate the effectiveness of the strategies abolitionists used in the fight against slavery. ● Evaluate the extent to which nineteenth-century reform movements achieved their goals. ● Compare and contrast major American reform movements of the nineteenth century.
7.3.4 Compare and contrast the political, social, and economic development of the different regions of the United States	<ul style="list-style-type: none"> ● Explain the reasons for and effects of the development of transportation systems and infrastructure in different regions of the United States (roads, canals, railroads). ● Compare and contrast the political, social, and economic development of the Northern, Southern, and Western regions of the United States during the antebellum period. ● Analyze the extent to which economic development of U.S. regions contributed to political and social differences.
7.3.5 Explain reasons for the expansion of slavery in the South after 1800 and describe the life of enslaved African Americans, and their responses to slavery	<ul style="list-style-type: none"> ● Analyze the factors that contributed to the spread and continuation of slavery during the antebellum period (inventions such as the cotton gin, territorial expansion, production, demand). ● Examine the experiences of enslaved people, demonstrating an understanding of differences between individual experiences and common experiences, as derived from multiple primary source narratives written by enslaved people. ● Explain the responses to slavery by enslaved people (escape, Underground Railroad, forms of resistance, social/familial networks).
7.5.3 Analyze historical maps, charts, and graphs of the United States from 1763–1877	<ul style="list-style-type: none"> ● Analyze maps, tables, charts, and/or graphs from the period to explain motivations for and trends related to territorial expansion and westward migration. ● Analyze maps, charts, and/or graphs to explain immigration patterns in the early to mid-nineteenth century. ● Analyze economic activity, resource, and land-use maps (manufacturing and agricultural production) from the early to mid-nineteenth century to answer questions about economic differences between regions of the United States. ● Analyze maps, charts, and/or graphs to examine factors related to the spread of slavery in the early to mid-nineteenth century.

7.6.2 Describe motivations of immigrants to the United States from 1763–1877 and the obstacles they faced	<ul style="list-style-type: none"> ● Explain the factors that motivated immigrants to migrate to the United States during the nineteenth century, and describe their experiences in the United States during this period (discrimination, nativism).
7.6.3 Analyze patterns, motivations, and the impact of rural and urban migration in the United States from 1763–1877	<ul style="list-style-type: none"> ● Analyze push and pull factors that led to increased westward expansion and settlement, and explain the challenges experienced by people in the West. ● Explain how westward migration and settlement affected Native Americans. ● Analyze origins of European immigrants, their patterns of settlement, and their impact on the areas where they settled.
7.7.1 Explain how Americans adapted and transformed various physical environments in the United States to expand its growth and influence	<ul style="list-style-type: none"> ● Explain how Americans adapted and transformed various physical environments for economic gain and discuss the resulting environmental impact. ● Describe the challenges posed by and modifications made to the physical environment as they relate to industrialization and westward expansion (mills, mining, trails, canals, roads, railroads).
7.8.8 Examine how key legislation and court decisions influenced the course of United States history from 1763–1877	<ul style="list-style-type: none"> ● Explain how westward expansion and settlement was affected by key legislation (Missouri Compromise, Compromise of 1850, Kansas-Nebraska Act).
7.9.3 Explain how United States foreign policy was developed and carried out from 1781–1877	<ul style="list-style-type: none"> ● Analyze the relationship between Manifest Destiny and the Mexican-American War.
7.10.1 Describe the influences on and the development and expansion of individual rights and freedoms	<ul style="list-style-type: none"> ● Explain how the ideas expressed in founding documents influenced nineteenth-century reform movements in their efforts to expand rights and freedoms. ● Evaluate the success of reform movements in helping to expand individual rights.
7.10.2 Identify and describe ways in which citizens influence change in a democratic society	<ul style="list-style-type: none"> ● Describe the strategies reformers used to promote change.
7.11.1 Explain how the demand for resources and the development of technology influenced economic diversity in the United States	<ul style="list-style-type: none"> ● Analyze how technology contributed to economic growth and diversity in the United States during the early to mid-nineteenth century (advancements in agriculture, industry/manufacturing, transportation, and communication).
7.11.2 Explain how economic interdependence developed between regions of the United States	<ul style="list-style-type: none"> ● Analyze economic interdependence between regions of the United States and with foreign countries such as Great Britain.

	and with foreign countries	<ul style="list-style-type: none"> Explain how specialization and improvements in transportation affected economic interdependence between regions of the United States and with foreign countries.
ANCILLARY CONTENT	7.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by completing the following tasks: <ul style="list-style-type: none"> Conducting historical research Evaluating a broad variety of primary and secondary sources Comparing and contrasting varied points of view Determining the meaning of words and phrases from historical texts Using technology to research, produce, or publish a written product 	<i>Opportunities for addressing GLE 7.1.1 in Unit 4:</i> <ul style="list-style-type: none"> Conduct historical research on key people and events of the nineteenth-century reform movements (women's rights, abolitionist, temperance, education, and/or prison/asylum reform). Compare and contrast the perspectives of Native Americans and proponents and opponents of Manifest Destiny. Use technology to research and produce writing on the causes and effects of U.S. territorial expansion.
	7.1.2 Explain patterns and recurring themes in United States history	<i>Opportunities for addressing GLE 7.1.2 in Unit 4:</i> <ul style="list-style-type: none"> Analyze continuities and changes in the institution of slavery during this period compared with earlier periods in U.S. history. Analyze continuities and changes in women's lives during this period compared with earlier periods in U.S. history. Analyze continuities and changes in American responses to immigration during this period compared with earlier periods in U.S. history.
	7.1.4 Interpret and construct timelines of key events, people and ideas	<i>Opportunities for addressing GLE 7.1.4 in Unit 4:</i> <ul style="list-style-type: none"> Construct and/or interpret a timeline of key events to answer questions about major events from the early to mid-nineteenth century and key themes in U.S. history (Manifest Destiny, annexation of Texas, Oregon Treaty, Mexican-American War, Mexican Cession/Treaty of Guadalupe Hidalgo, California Gold Rush, Seneca Falls Convention, Compromise of 1850, Gadsden Purchase, Kansas-Nebraska Act).
	7.1.5 Analyze primary and secondary sources to answer questions related to United States history	<i>Opportunities for addressing GLE 7.1.5 in Unit 4:</i> <ul style="list-style-type: none"> Read and analyze excerpts from the "Declaration of Sentiments" and Sojourner Truth's "Ain't I a Woman" speech to answer questions about the women's rights movement of the nineteenth century.

	<ul style="list-style-type: none"> Analyze primary sources, such as diaries and testimonials of enslaved people and abolitionists, to answer questions about the conditions of enslaved people, their responses to slavery, and their roles in the abolition movement.
7.5.1 Analyze the physical and political features of the United States	<ul style="list-style-type: none"> Examine political boundaries in the United States from the early to mid-nineteenth century, and explain reasons for changing boundaries. Analyze how physical geography influenced the decision of migrants to settle in the Great Plains.
7.5.2 Create maps, charts, and graphs of the United States from 1763–1877	<ul style="list-style-type: none"> Create maps, charts, and graphs about key ideas, people, and events during the early to mid-nineteenth century.
7.6.1 Analyze settlement patterns of racial and ethnic groups in the United States from 1763–1877	<ul style="list-style-type: none"> Analyze settlement patterns of immigrant groups that migrated to the United States during the first half of the nineteenth century.
7.6.4 Explain how differences in land use influenced cultural characteristics among regions in the United States from 1763–1877	<ul style="list-style-type: none"> Examine the relationship between land use and differences among the Northern, Southern, and Western regions of the United States during the antebellum period (population distribution/density, level of industrialization, presence of slavery).
7.9.1 Compare and contrast political divisions of the world from 1763–1877	<ul style="list-style-type: none"> Compare and contrast political divisions of the world from the early to mid-nineteenth century.
7.10.5 Describe the development and roles of political parties and special interest groups in the United States from 1787–1877	<ul style="list-style-type: none"> Describe the rise and purpose of labor unions during the nineteenth century. Describe the reasons for the rise of the Know-Nothing Party.
7.11.3 Describe government policies that influenced the United States economy	<ul style="list-style-type: none"> Explain the importance of government policies to the development of transportation systems and infrastructure (canals, roads, railroads). Explain the reasons for and effects of federal government regulation during the early to mid-nineteenth century.

Unit Five: A Nation Divided		Topic One: Sectionalism Topic Two: Lincoln and Secession Topic Three: The Civil War
Key Connections: <ul style="list-style-type: none"> Resources and land use contributed to regional differences in economic development. Social, political, and economic factors led to the expansion of slavery. Territorial expansion contributed to conflict and compromise among groups. Ideas, people, and events have shaped national identity. 		
Grade-Level Expectations (GLEs)		Priority Content and Concepts
ESSENTIAL CONTENT	7.1.3 Analyze the causes and effects of key events and ideas in the development of the United States	<ul style="list-style-type: none"> Analyze how westward expansion led to conflict and compromise on the issue of slavery.
	7.3.3 Examine the motivations and influence of major American reform movements during the 19th century	<ul style="list-style-type: none"> Describe the influence abolitionists had on establishing emancipation as a war aim.
	7.3.5 Explain reasons for the expansion of slavery in the South after 1800 and describe the life of enslaved African Americans, and their responses to slavery	<ul style="list-style-type: none"> Describe the effects of the Missouri Compromise on the expansion of slavery. Compare and contrast differing perspectives on slavery and its expansion. Explain the relationship between the <i>Dred Scott</i> decision and the Missouri Compromise. Describe how enslaved people responded to the Civil War and how their lives changed over the course of the war, recognizing both general patterns and differences in individual experiences.
	7.4.1 Identify and describe the role of the election of Abraham Lincoln and other key events, ideas, and people, which led to the Civil War	<ul style="list-style-type: none"> Explain how legislation and events contributed to and reflected the growing tension over the issue of slavery (Missouri Compromise, Nat Turner's Rebellion, Wilmot Proviso, Compromise of 1850, Fugitive Slave Act, publication of <i>Uncle Tom's Cabin</i>, Kansas-Nebraska Act, Bleeding Kansas conflicts, case of <i>Dred Scott v. Sandford</i>, Lincoln-Douglas debates, John Brown's raid on Harpers Ferry). Analyze how the political breakdown of the Second Party System (Democrats and Whigs) both reflected and contributed to tensions over slavery leading up to the Civil War.

ANCILL		<ul style="list-style-type: none"> Explain how the election of 1860 triggered a series of events leading to the outbreak of the Civil War.
	7.4.2 Analyze important turning points and major developments during the Civil War	<ul style="list-style-type: none"> Evaluate the relative strengths and weaknesses of the North (Union) and the South (Confederacy) at the outset of the Civil War and the reasons for the Union victory. Analyze the purpose and effectiveness of strategies used during the Civil War (blockades, Anaconda Plan, capture and destroy). Analyze how Lincoln's views on slavery evolved over time and explain his reasons for issuing the Emancipation Proclamation in the midst of the Civil War. Analyze how major developments during the Civil War affected the North and the South and influenced the course of the war (draft, Emancipation Proclamation, foreign support for the war). Analyze the significance and outcome of key military actions and turning-point battles during the Civil War (Fort Sumter, Antietam, Vicksburg, Sherman's March to the Sea, Gettysburg, Appomattox Courthouse). Analyze the extent to which daily life changed for different groups of people over the course of the war.
	7.8.8 Examine how key legislation and court decisions influenced the course of United States history from 1763–1877	<ul style="list-style-type: none"> Explain the motivations for passing and the effects of key legislation as they relate to the Civil War (Missouri Compromise, Compromise of 1850, Fugitive Slave Act, Kansas-Nebraska Act). Explain the arguments and ruling in the case of <i>Dred Scott v. Sandford</i> and the effects of the decision. Analyze the importance of key legislation passed during the Civil War (Revenue Act, Homestead Act, Pacific Railway Act, Conscription Act) and effects on expansion and conflict.
	7.10.1 Describe the influences on and the development and expansion of individual rights and freedoms	<ul style="list-style-type: none"> Analyze varying views on rights and freedoms and the means of protecting them, including perspectives on what rights and freedoms freedmen would have after the war.
ANCILL	7.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by completing the following tasks: <ul style="list-style-type: none"> Conducting historical research 	<p><i>Opportunities for addressing GLE 7.1.1 in Unit 5:</i></p> <ul style="list-style-type: none"> Conduct historical research to explore the war's impact on different individuals and groups.

	<ul style="list-style-type: none"> Evaluating a broad variety of primary and secondary sources Comparing and contrasting varied points of view Determining the meaning of words and phrases from historical texts Using technology to research, produce, or publish a written product 	<ul style="list-style-type: none"> Compare and contrast the views and motivations of different groups (soldiers, politicians, women) in their support of the Union or Confederacy. Evaluate a variety of primary and secondary sources to explain how perceptions of the purpose of the war shifted over time. Explain the significance of words and phrases used by Abraham Lincoln such as his use of “all men are created equal” in the Gettysburg Address to analyze how ideas of equality changed over time.
	<p>7.1.2 Explain patterns and recurring themes in United States history</p>	<p><i>Opportunities for addressing GLE 7.1.2 in Unit 5:</i></p> <ul style="list-style-type: none"> Explain how political, social, and economic factors influenced events surrounding the Civil War.
	<p>7.1.4 Interpret and construct timelines of key events, people and ideas</p>	<p><i>Opportunities for addressing GLE 7.1.4 in Unit 5:</i></p> <ul style="list-style-type: none"> Construct and/or interpret timelines of key events to answer question about major events related to the Civil War and key themes in U.S. history (Missouri Compromise, Wilmot Proviso, Compromise of 1850, Fugitive Slave Act, publication of <i>Uncle Tom’s Cabin</i>, Kansas-Nebraska Act, Bleeding Kansas conflicts, <i>Dred Scott v. Sandford</i>, John Brown’s raid on Harpers Ferry, election of Abraham Lincoln, turning point battles, Homestead Act, Pacific Railway Act, Emancipation Proclamation, assassination of Abraham Lincoln, transcontinental railroad).

<p>7.1.5 Analyze primary and secondary sources to answer questions related to United States history</p>	<p><i>Opportunities for addressing GLE 7.1.5 in Unit 5:</i></p> <ul style="list-style-type: none"> ● Read and analyze excerpts from key legislation to answer questions about compromises and agreements leading up to the Civil War (Missouri Compromise, Compromise of 1850, Fugitive Slave Act, Kansas-Nebraska Act). ● Read and analyze excerpts from the majority and dissenting opinions in the Supreme Court case of <i>Dred Scott v. Sandford</i> to answer questions about the significance and effects of the ruling. ● Read and analyze excerpts from Lincoln’s first and second inaugural address to answer questions about how ideas expressed in his speeches affected the start and course of the Civil War. ● Read and analyze excerpts from declarations of secession to answer questions about justifications given by Southern states for secession. ● Read and analyze the Emancipation Proclamation and the Gettysburg Address (full text or excerpts) to answer questions about the course and effects of the Civil War. ● Read and analyze letters written during the war to explore the impact of the war on individuals and groups. ● Read and analyze excerpts from the Homestead Act and Pacific Railway Act to answer questions about westward expansion, migration, and settlement.
<p>7.3.4 Compare and contrast the political, social, and economic development of the different regions of the United States</p>	<ul style="list-style-type: none"> ● Compare and contrast the political, social, and economic characteristics of the North and the South, and explain how differences between the regions contributed to tension.
<p>7.5.1 Analyze the physical and political features of the United States</p>	<ul style="list-style-type: none"> ● Examine political boundaries in the United States from the early to mid-nineteenth century, and explain reasons for changing boundaries. ● Explain the importance of controlling the Mississippi River during the Civil War.
<p>7.5.3 Analyze historical maps, charts, and graphs of the United States from 1763–1877</p>	<ul style="list-style-type: none"> ● Analyze maps, charts, or graphs related to the presidential election of 1860. ● Analyze maps to answer questions about turning-point battles during the Civil War. ● Analyze charts and graphs to answer questions about conditions in the North and the South and the effects of the Civil War (economies, resources, casualties).
<p>7.6.4 Explain how differences in land use influenced cultural characteristics among regions in the United States from 1763–1877</p>	<ul style="list-style-type: none"> ● Explain how the economies of the North and South influenced views on the institution of slavery.

7.8.2 Differentiate between various forms of government	<ul style="list-style-type: none"> Discuss federal systems of government versus confederate systems of government.
7.8.9 Explain how federal officials are elected or appointed	<ul style="list-style-type: none"> Review the process for electing the president as needed.
7.9.1 Compare and contrast political divisions of the world from 1763–1877	<ul style="list-style-type: none"> Compare and contrast political divisions of the world from the early to mid-nineteenth century.
7.10.2 Identify and describe ways in which citizens influence change in a democratic society	<ul style="list-style-type: none"> Explain how patterns of political participation in the antebellum period contributed to increasing polarization on the issue of slavery. Describe the role of narratives and newspapers in influencing public attitudes before and during the Civil War.
7.10.5 Describe the development and roles of political parties and special interest groups in the United States from 1787–1877	<ul style="list-style-type: none"> Describe the reasons for the decline of the Whig Party. Explain how the Kansas-Nebraska Act led to the formation of the Republican Party.
7.11.1 Explain how the demand for resources and the development of technology influenced economic diversity in the United States	<ul style="list-style-type: none"> Review how the demand for resources and development of technology influenced the economies of the North and the South in the years leading to the Civil War as needed.
7.11.2 Explain how economic interdependence developed between regions of the United States and with foreign countries	<ul style="list-style-type: none"> Review the economic interdependence between the North and the South in the years leading to the Civil War as needed.
7.11.3 Describe government policies that influenced the United States economy	<ul style="list-style-type: none"> Describe the effects of government policies during the Civil War on the economy (blockade, draft, taxes, currency).

Unit Six: Reconstruction		Topic One: Reconstruction Topic Two: Life for African Americans during Reconstruction Topic Three: The Last Years of Reconstruction
Key Connections: <ul style="list-style-type: none"> Social, political, and economic factors contributed to continuity and change in the lives of people/groups. 		
Grade-Level Expectations (GLEs)		Priority Content and Concepts
ESSENTIAL CONTENT	7.1.3 Analyze the causes and effects of key events and ideas in the development of the United States	<ul style="list-style-type: none"> Identify key turning point events to examine how ideas about Reconstruction and commitment to those ideas shifted over time. Analyze the causes and effects of the end of the Reconstruction era.
	7.4.3 Describe long-term and short-term outcomes of Reconstruction	<ul style="list-style-type: none"> Compare and contrast different plans for Reconstruction (Wade-Davis Bill, Lincoln's plan, Johnson's plan, and Radical Republican's plan). Describe the causes and effects of the impeachment of President Johnson. Explain the reasons for the passage of Black Codes and analyze how they affected the lives of African Americans. Describe the rise and actions of white supremacist groups and the response of the federal government during Reconstruction (Ku Klux Klan, lynching, Enforcement Act). Analyze the system of sharecropping and its effects on individuals and communities. Describe the short- and long-term effects of Reconstruction on the political involvement of African Americans. Describe the motivations and influence of carpetbaggers and scalawags during Reconstruction. Explain the effects of the Hayes-Tilden presidential election on Reconstruction and its goals. Analyze segregation as a long-term outcome of Reconstruction (Jim Crow Laws, <i>Plessy v. Ferguson</i>). Explain the political, economic, and social effects of Reconstruction on the South.
	7.8.8 Examine how key legislation and court decisions influenced the course of United States history from 1763–1877	<ul style="list-style-type: none"> Examine how key legislation and court decisions after the Civil War influenced the course of Reconstruction (Freedmen's Bureau Bill, Civil Rights Bill of 1866, Reconstruction Act of 1867, Tenure of Office Act).

ANCILLARY CONTENT	7.10.1 Describe the influences on and the development and expansion of individual rights and freedoms	<ul style="list-style-type: none"> Analyze how federal action affected the expansion of individual rights and freedoms during the Reconstruction era (Thirteenth Amendment, Freedmen’s Bureau, Civil Rights Bill of 1866, Reconstruction Act of 1867, Fourteenth Amendment, Fifteenth
	7.10.2 Identify and describe ways in which citizens influence change in a democratic society	<ul style="list-style-type: none"> Explain how the expansion of voting rights during the Reconstruction era influenced change in society (election of black legislators).
	7.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by completing the following tasks: <ul style="list-style-type: none"> Conducting historical research Evaluating a broad variety of primary and secondary sources Comparing and contrasting varied points of view Determining the meaning of words and phrases from historical texts Using technology to research, produce, or publish a written product 	<i>Opportunities for addressing GLE 7.1.1 in Unit 6:</i> <ul style="list-style-type: none"> Use technology to conduct historical research on key plans for Reconstruction to better understand different perspectives and outcomes. Compare and contrast how carpetbaggers and scalawags were perceived by different groups. Develop and express claims about the legacy of Reconstruction.
	7.1.2 Explain patterns and recurring themes in United States history	<i>Opportunities for addressing GLE 7.1.2 in Unit 6:</i> <ul style="list-style-type: none"> Analyze continuities and changes in the lives of African Americans during Reconstruction compared with earlier periods in U.S. history.
	7.1.4 Interpret and construct timelines of key events, people and ideas	<i>Opportunities for addressing GLE 7.1.4 in Unit 6:</i> <ul style="list-style-type: none"> Construct and/or interpret timelines of key events to answer questions about major events of the Reconstruction era and key themes in U.S. history (assassination of President Lincoln, Reconstruction plans, Freedmen’s Bureau Act of 1865, Civil Rights Act of 1866, Reconstruction Amendments, Reconstruction Acts of 1867-1868, military occupation of the South and the Military Act of 1867, Tenure of Office Act, Johnson’s impeachment, election of President Hayes and Compromise of 1877).

7.1.5 Analyze primary and secondary sources to answer questions related to United States history	<p><i>Opportunities for addressing GLE 7.1.5 in Unit 6:</i></p> <ul style="list-style-type: none"> • Read and analyze firsthand accounts of freedmen and women to determine how life changed as a result of the Civil War and Reconstruction. • Read and analyze the Reconstruction Amendments (Thirteenth, Fourteenth, and Fifteenth Amendments) to answer questions about Reconstruction. • Read and analyze Black Codes to understand reactions to Reconstruction. • Read and analyze excerpts from the majority and dissenting opinions from the U.S. Supreme Court case of <i>Plessy v. Ferguson</i> to answer questions about long-term outcomes of Reconstruction.
7.3.3 Examine the motivations and influence of major American reform movements during the 19th century	<ul style="list-style-type: none"> • Examine the goals of reforms during the Reconstruction era.
7.5.3 Analyze historical maps, charts, and graphs of the United States from 1763–1877	<ul style="list-style-type: none"> • Analyze maps, charts, and graphs to answer questions about the social, political, and economic effects of Reconstruction.
7.6.3 Analyze patterns, motivations, and the impact of rural and urban migration in the United States from 1763–1877	<ul style="list-style-type: none"> • Explain how Reconstruction affected migration and settlement patterns (Exodusters).
7.8.4 Evaluate the principles of government embodied in the United States Constitution	<ul style="list-style-type: none"> • Explain how federal Reconstruction era laws and constitutional amendments exemplify principles of government in the U.S. Constitution.
7.8.7 Describe the process used to amend the Constitution	<ul style="list-style-type: none"> • Review the process to amend the Constitution as needed.
7.9.1 Compare and contrast political divisions of the world from 1763–1877	<ul style="list-style-type: none"> • Compare and contrast political divisions of the world from 1865–1877.
7.10.4 Describe the qualifications or requirements for United States citizenship	<ul style="list-style-type: none"> • Explain how the Fourteenth Amendment defined U.S. citizenship.
7.10.5 Describe the development and roles of political parties and special interest groups in the United States from 1787–1877	<ul style="list-style-type: none"> • Describe the roles of Radical Republicans, moderate Republicans, and Southern Democrats during Reconstruction.