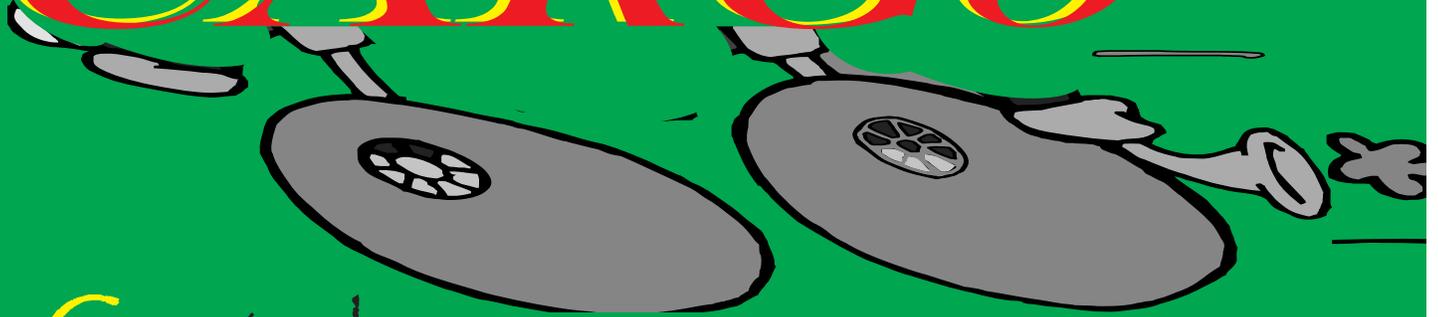


Sandy Garrett
State Superintendent of Public Instruction
Oklahoma State Department of Education

CARGO



Curriculum

Access

Modified



Resource

Guide

**A Modified Approach to Teaching
Priority Academic Student Skills
(PASS)**

Social Studies

Grades 5-End-of-Instruction

oklahoma state department of education



special
education
services

"changing times in special education"

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A Message from

State Superintendent

Sandy Garrett



**Curriculum Access Resource Guide – Modified
CARG-M**

It is with great pleasure as Oklahoma’s State Superintendent of Public Instruction, that I present to you the new Curriculum Access Resource Guide that is aligned to *Priority Academic Student Skills (PASS)* standards for students with disabilities. The Oklahoma State Department of Education, Special Education Services, is always striving to provide curriculum that is challenging and appropriate for our students on Individualized Education Programs (IEPs).

The CARG-M is intended to provide access to the general curriculum for students with disabilities, who can make significant progress but may not reach grade-level achievement standards within the same time frame as other students, even after receiving the best designed instructional interventions from highly trained teachers.

Priority Academic Student Skills

Adapted for Grade 5

Social Studies

The primary focus for the fifth grade students relates to the history of the United States from early European explorations to approximately 1850. Fifth graders will continue to learn fundamental concepts in civics, economics, and geography. Students will study United States history thematically and chronologically, and examine the everyday life of people at different times in our history.

Standard 1: The student develops and demonstrates the process skills of social studies.

Modified Academic Indicators (MAI's):

- 5.1.1 Read and summarize modified information from a variety of sources (e.g., encyclopedias, almanacs, dictionaries, atlases) using examples of different perspectives and points of view.
- 5.1.2 Use timelines from significant events in United States History.

Standard 2: The student describes the early exploration of America.

Modified Academic Indicators (MAI's):

- 5.2.1 Identify and describe key expeditions of Spain, France, and England (e.g., Columbus, Magellan, La Salle, Hudson, and Raleigh).
- 5.2.2 Explain the impact of the encounter between Native Americans and Europeans.

Classroom Activities:

The student:

- 5.2.1a Develops a simulated journal (burn edges of paper, make ink, etc.).
- 5.2.1b Constructs a timeline of key expeditions.

- 5.2.1c Matches explorer with key events of expeditions.
- 5.2.1d Creates a poster/billboard depicting an explorer.
- 5.2.1e Plots the expeditions on a map.
- 5.2.1f Dresses up as an explorer and gives a first person narrative of his experiences and accomplishments (orally, written, video tape, etc.).
- 5.2.2a Illustrates encounters between Native Americans and Europeans.
- 5.2.2b Dramatizes trading between Native Americans and Europeans.
- 5.2.2c Completes a graphic organizer on how Native Americans helped Europeans survive.

Standard 3: The student examines the growth and development of colonial America.

Modified Academic Indicators (MAI's):

- 5.3.1 Identify early European settlements in colonial America (e.g., Jamestown and Plymouth Plantation) and reasons people came to the Americas (e.g., economic opportunity, escape from religious persecution).
- 5.3.2 Identify the location of these geographical and cultural regions: New England, mid-Atlantic, and southern colonies.
- 5.3.3 Identify important individuals and groups (e.g., John Smith, Roger Williams, and William Penn, the Pilgrims, and Quakers).

Classroom Activities:

The student:

- 5.3.1a Constructs a model of Jamestown.
- 5.3.1b Creates a graphic organizer of reasons why people came to the Americas.
- 5.3.1c Illustrates reasons people came to the Americas.
- 5.3.2a Labels geographic and cultural regions on a map.
- 5.3.2b Constructs a map showing cultural and geographical regions.
- 5.3.3a Participates/Presents a dramatic presentation.
- 5.3.3b Creates a billboard/poster/multimedia presentation about individual/group accomplishments.

5.3.3c Matches individual or group with accomplishment.

Standard 4: The student examines the lasting impact of the American Revolution.

Modified Academic Indicators (MAI's):

- 5.4.1 List the following major causes and results of conflicts between England and Colonial America (e.g., Stamp Act, Boston Massacre, Boston Tea Party, Battles of Lexington and Concord, and the Battle of Yorktown).
- 5.4.2 Identify the basic ideals expressed in the Declaration of Independence (e.g., self government and equality).
- 5.4.3 Identify the contributions of the following key individuals and groups involved in the American Revolution (e.g., Paul Revere, George Washington, Thomas Jefferson, and King George III, the Sons of Liberty, patriots, and loyalists).

Classroom Activities:

The student:

- 5.4.1a Matches major cause of conflicts with results.
- 5.4.1b Completes a graphic organizer.
- 5.4.1c Re-enacts major conflicts and results.
- 5.4.1d Views video clips (Johnny Tremain).
- 5.4.1e Utilizes computer technology for research, facts, and virtual tours.
- 5.4.2a Completes a graphic organizer.
- 5.4.2b Re-enacts major conflicts and results.
- 5.4.2c Views video clips (Johnny Tremain).
- 5.4.2d Utilizes computer technology for research, facts, and virtual tours.
- 5.4.3a Completes a graphic organizer.
- 5.4.3b Re-enacts major conflicts and results.
- 5.4.3c Views video clips (Johnny Tremain).
- 5.4.3d Utilizes computer technology for research, facts, and virtual tours.

Standard 5: The student describes the changing nation during the early federal period.

Modified Academic Indicators (MAI's):

- 5.5.1 Explain the purposes of government as described in the Preamble to the United States Constitution.
- 5.5.2 Identify the responsibilities of the three branches of government.
- 5.5.3 Describe the struggles involved in writing the United States Constitution (e.g., the major compromises over representation in Congress), the addition of the Bill of Rights, and identify liberties protected in the First and Sixth Amendments.
- 5.5.4 Describe the relationship between taxation and government services.

Classroom Activities:

The student:

- 5.5.2a Completes a graphic organizer featuring the responsibilities of each branch.
- 5.5.2b Matches responsibilities with correct branch of government.
- 5.5.2c Constructs a model using a triangular shape.
- 5.5.2d Dramatizes the responsibilities of the three branches of government.
- 5.5.3a Debate teams attempt to persuade others to make compromises over representation and the need for the addition of the Bill of Rights.
- 5.5.3b Illustrates the guaranteed rights and the responsibilities of citizens in the First and Sixth Amendments.
- 5.5.3c Writes a sentence explaining one of the liberties in the First or Sixth Amendment and its application to modern day.

***Standard 6: The student explores the growth and progress of the new nation.**

Modified Academic Indicators (MAI's):

- 5.6.1 Describe the territorial exploration by the United States, including the Louisiana Purchase and the Lewis and Clark expedition.

- 5.6.2 Identify new inventions, methods of manufacturing, and systems of transportation (e.g., cotton gin, steam power, and railroads and canals).
- 5.6.3 Identify the following the abolitionist and women’s suffrage leaders (e.g., Frederick Douglass, Sojourner Truth, Harriet Tubman, and Susan B. Anthony).

Standard 7: The student reviews and strengthens geographic skills.

- 5.7.1 Identify different kinds of maps, graphs, charts, and diagrams and construct maps of locales, regions, continents using direction, key/legend, and map symbols.
- 5.7.2 Describe the physical characteristics of the following historical places: Jamestown and Plymouth.

Classroom Activities:

The student:

- 5.7.1a Constructs and uses maps (including compass rose, key legend, and map symbols), graphs, charts, etc. (using map pencils, salt maps, clay, etc.).
- 5.7.1b Labels a continent map with appropriate hemispheres.
- 5.7.2a Views a virtual tour online (Colonial Williamsburg, Jamestown Discovery).
- 5.7.2b Illustrates and describes the importance of physical characteristics such as location and natural resources. (ports, rivers, coasts, coastal plains, forests, etc.).

Priority Academic Student Skills

Adapted for Grade 7

Geography

Geography has more to do with asking questions and solving problems than with rote memorization of isolated facts. It is the study of the earth's surface and the processes that shape it, the relationships between people and environments, and the connections between people and places. As a discipline, geography provides the skills to help students answer questions about where things are, how they got there, and how they interact with other things -- in the past, now, and in the future.

Standard 1: The student uses maps and other geographic representations, tools, and technologies to analyze relationships between people, places, and environments of world regions from a spatial perspective.

Modified Academic Indicators (MAIs):

- 7.1.1 Read and summarize information from primary and secondary sources (e.g., encyclopedias, almanacs, dictionaries, atlases).
- 7.1.2 Apply the concepts of scale, distance, and direction.
- 7.1.3 Identify the characteristics and uses of maps, globes, and photographs.
- 7.1.4 Construct and use maps, globes, graphs, and charts to analyze spatial distributions and patterns.

Classroom Activities:

The student:

- 7.1.2 Uses manipulatives (small grid paper, inch cubes) to transfer actual measurements to scale model.
- 7.1.2 Uses a compass to follow basic directions given by teacher.
- 7.1.2 Creates and follows written directions to find a specific location.

- 7.1.2 Follows peer directions to find a treasure in classroom.
- 7.1.2 Creates a map with a scale (using their school or classroom, etc.).

Standard 2: The student examines the major cultural and physical regions of the world to interpret the earth’s complexity.

Modified Academic Indicators (MAIs):

- 7.2.1 Define the concept of a region.
- 7.2.2 Identify examples and reasons for recent conflict and cooperation among countries and regions.
- 7.2.3 List how regions change over time.
- 7.2.4 Locate on appropriate maps and globes basic landforms and bodies of water.

Classroom Activities:

The student:

- 7.2.1 Completes graphic organizer showing the different characteristics of a region.
- 7.2.1 Illustrates/labels characteristics of a region on a poster (crops, weather, landforms, physical location, language, religion, etc.).
- 7.2.1 Traces/outlines/labels regions on a map.
- 7.2.2 Locates current articles and highlights information depicting conflict and/or cooperation.
- 7.2.2 Brainstorms and lists possible conflicts and solutions.
- 7.2.4 Creates a map including geographical features of a region (draw, glue on, highlight, etc.).

Standard 3: The student examines the interactions of physical systems that shape the patterns of the earth’s resources.

Modified Academic Indicators (MAIs):

- 7.3.1 Identify the following factors that contribute to climate: latitude, elevation, and proximity to bodies of water.
- 7.3.2 Describe the impact of natural disasters (e.g., tornadoes, earthquakes, hurricanes, tsunamis, floods, and volcanoes) on human populations.

Classroom Activities:

The student:

- 7.3.1 Completes a graphic organizer/chart – including latitude, elevation and bodies of water that contribute to the climate.
- 7.3.1 Creates a poster for a specific region to identify factors that contribute to climate.
- 7.3.1 Labels pictures to illustrate climate and elevation connection (ex: higher elevations = cold).
- 7.3.2 Uses current natural disasters to illustrate impact on human populations.
- 7.3.2 Explores internet resources of natural disasters.
- 7.3.2 Charts weather from daily news.
- 7.3.2 Creates a poster depicting a natural disaster and its impact.
- 7.3.2 Constructs a timeline of events (before and after).

Standard 4: The student evaluates the human systems of the world.

Modified Academic Indicators (MAIs):

- 7.4.1 Define the following common characteristics of world cultures: language, ethnic heritage, and religion.
- 7.4.2 Define the following population terminology: growth, change, density, settlement patterns, and migration.

Classroom Activities :

The student:

- 7.4.1 Compiles a class cultural chart from student surveys.

- 7.4.1 Completes a culture chart/graphic organizer to compare common characteristics of various world cultures.
- 7.4.2 Creates and uses flashcards containing word, definition, and picture.
- 7.4.2 Creates a multimedia presentation illustrating and explaining each word.

Standard 5: The student examines the interactions of humans and their environment.

Modified Academic Indicators (MAIs):

- 7.5.1 Identify the relative location of major natural resources (e.g., water and fossil fuels).
- 7.5.2 Describe the effects of human modification of the natural environment (e.g., types of housing, flood prevention, and pollution).

Classroom Activities:

The student:

- 7.5.1 Locates given resources on a map.
- 7.5.1 Creates a natural resource map.
- 7.5.2 Locates a human modification and summarizes its effects (e.g., irrigation of desert, over-population, destroying natural resources, animal extinction).
- 7.5.2 Demonstrates/illustrates a human modification (damming a water source, erosion, forests, etc.).

Standard 6: The student analyzes problems and issues from a geographic perspective using the skills and tools of geography.

Modified Academic Indicators (MAIs):

- 7.6.1 Draw basic conclusions from different kinds of maps, graphs, charts, and diagrams.

Classroom Activities:

The student:

- 7.6.1 Chooses a conclusion from three answer choices, using a map, graph, chart, or diagram.
- 7.6.1 Writes a simple conclusion drawn from the information using a map, graph, chart, or diagram from the newspaper.
- 7.6.1 Creates a map, graph, chart, or diagram to match a given conclusion.
- 7.6.1 Creates multiple choice questions for a given map, chart, graph, or diagram.

Priority Academic Student Skills

Adapted for Grade 8

United States History

The focus of the course in United States History for Grade 8 is the American Revolution through the Civil War and Reconstruction era (1760-1877). However, for the Grade 8 criterion-referenced test over “History, Constitution and Government of the United States,” the time frame is 1760-1860, or from approximately George III’s succession to the British throne to the election of Abraham Lincoln as president.

Standard 1: The student develops and practices process skills in social studies.

Modified Academic Indicators (MAIs):

- 8.1.1 Develop and apply cause and effect reasoning and chronological thinking to past, present, and potential future situations.
- 8.1.2 Identify, read, and summarize modified primary and secondary sources, such as diaries, letters, political cartoons, art, documents, and newspapers.
- 8.1.3 Construct various timelines of major events in United States history, highlighting landmark dates up to 1877.
- 8.1.4 Locate on a United States map major physical features and bodies of water.
- 8.1.5 Make distinctions between facts and opinions as well as causes and effects.
- 8.1.6 Interpret simple economic and political issues as expressed in maps, tables, diagrams, charts, or political cartoons.
- 8.1.7 Identify the following patriotic slogans and excerpts from notable quotations, speeches and documents: “Give me liberty or give me death,” “Don't Tread on Me,” “Life, Liberty, and the Pursuit of Happiness,” “All men are created equal,” and the Preamble to the Constitution.

Classroom Activities:

The student:

- 8.1.2a Highlights main idea, details, and then writes/creates a summary statement (oral, verbal, recorded, etc.) over primary and secondary sources provided by teacher.
- 8.1.2b Creates a poster to summarize information learned from sources.
- 8.1.3 Draws, constructs, and/or completes timelines using pictures, titles, words, and/or sentences.
- 8.1.4 Highlights/labels/glues/draws physical features and bodies of water on a United States map.
- 8.1.5a Highlights facts/opinions and/or cause/effect using newspaper articles.
- 8.1.5b Sorts and matches cards for fact/opinion and cause/effect.
- 8.1.6a Develops a “rap” using a famous slogan, quotation, speech, or document.
- 8.1.6b Role plays.
- 8.1.6c Dramatizes quote or speech.
- 8.1.6d Illustrates patriotic slogans, quotations, speeches, etc., using cartoon, poster, etc.

Standard 2: The student develops skills in discussion, debate, and persuasive writing by analyzing historical situations and events.

Modified Academic Indicators (MAIs):

- 8.2.1 Read, write, and present a variety of products, such as maps, reports, computer presentations, brochures, and pamphlets.
- 8.2.2 Dramatize major events from the different historical perspectives of individuals and groups.
- 8.2.3 Dramatize causes of major events in U.S. History.
- 8.2.4 Examine the emergence of a unique American culture (e.g., art, music, literature).

Standard 3: The student examines and explains the causes of the American Revolution and the ideas and interests involved in forging the revolutionary movement.

Modified Academic Indicators (MAIs):

- 8.3.1 Identify the Treaty of Paris of 1763 and the Proclamation of 1763.
- 8.3.2 Describe the legitimacy of asking the colonies to pay a share of the costs of the empire, including the Sugar and Stamp Acts.
- 8.3.3 Sequence the following critical events that led to the American Revolution: the boycotts of British goods, the Quartering Act, the Boston Massacre, the Boston Tea Party, and the Second Continental Congress.
- 8.3.4 Analyze political, ideological, religious, and economic origins of the Revolution.
- 8.3.5 Examine differences between Patriots and Loyalists, and recognize how the decision was made to declare independence.

Classroom Activities:

The student:

- 8.3.1 Designs a graphic organizer, poster, chart, multimedia presentation, etc., to represent the political and economic consequences of various historical events.
- 8.3.2 Designs a graphic organizer, poster, chart, power point, etc., to represent the political and economic consequences of various historical events.
- 8.3.3a Writes simple questions to be used in debates.
- 8.3.3b Matches cause and effect events.
- 8.3.3c Answers multiple choice questions (with no more than three choices).
- 8.3.5 Completes or uses a graphic organizer with teacher/peer guidance.

Standard 4: The student evaluates and describes the factors which affected the course of the American Revolution and contributed to the American victory.

Modified Academic Indicators (MAIs):

- 8.4.1 Describe major ideas expressed in the Declaration of Independence, such as self-government, equality, the role of the government to protect liberties, and the consent of the governed.
- 8.4.2 Describe the military and geographic advantages and disadvantages of the 13 colonies and Great Britain.
- 8.4.3 Compare and contrast roles and perspectives on the war (e.g., men and women, Patriots and Loyalists).
- 8.4.4 Identify the following significant events: the Battles of Lexington and Concord, Saratoga, the Valley Forge encampment, Yorktown, and the Treaty of Paris of 1783.
- 8.4.5 Identify the first form of a national government for the United States, the Articles of Confederation.
- 8.4.6 Describe the significance of the following key individuals: King George III, John Adams, Samuel Adams, Paul Revere, Benjamin Franklin, George Washington, Lord Cornwallis, Thomas Jefferson, Patrick Henry, and Thomas Paine.

Classroom Activities:

The student:

- 8.4.1a Uses “We the People” book as a read aloud to generate discussion.
- 8.4.1b Writes a sentence summary of each liberty expressed in the Declaration of Independence.
- 8.4.1c Writes own “Declaration of Independence” declaring themselves independent from “something.”
- 8.4.2a Completes or uses a graphic organizer with teacher/peer guidance.
- 8.4.2b Writes a summary statement of the advantages or disadvantages from the gathered information.
- 8.4.3a Creates a T-chart for comparisons and contrasts.
- 8.4.3b Dresses as a “character” from the period and reports facts about himself/herself.
- 8.4.4a Chooses one event and creates a poster/report and makes an oral presentation.
- 8.4.4b Creates a picture or written timeline.

- 8.4.4c With teacher provided summary for each event, highlights significant details.
- 8.4.5a Participates in a group discussion on the Articles of Confederation.
- 8.4.5b Writes a summary statement or paragraph on the importance of the Articles of Confederation.
- 8.4.5c Creates and enforces classroom/schoolwide “Articles of Confederation.”
- 8.4.6a Chooses a character and gives a first person narrative or account of his historical significance.
- 8.4.6b Creates a poster/billboard to show the historical significance of the person.

Standard 5: The student examines the significance of and describes the institutions and practices of government created during the American Revolution and how they were revised between 1787 and 1815 to create the United States Constitution and the Bill of Rights.

Modified Academic Indicators (MAIs):

- 8.5.1 Identify the significance of Shays’ Rebellion.
- 8.5.2 Recognize the significance of the Constitutional Convention, its major compromises and key individuals (e.g., George Washington and James Madison) and the addition of the Bill of Rights to the Constitution.
- 8.5.3 Identify the fundamental principles of the Constitution, including popular sovereignty, separation of powers, checks and balances, and federalism.
- 8.5.4 Gives examples of the rights and liberties all individuals possess under the Bill of Rights, including the freedoms of religion, speech, press, assembly, petition, and the rights to due process.
- 8.5.5 Describe United States territorial expansion through the Louisiana Purchase and the acquisition of Florida.

Classroom Activities:

The student:

- 8.5.1a Acts out Shays' Rebellion followed by a discussion of significance.
- 8.5.1b Given a one page summary of the rebellion, highlights significant causes and effects and writes a summary statement.
- 8.5.2a In small groups, lists key individuals and their roles associated with the Constitutional Convention and the addition of the Bill of Rights.
- 8.5.2b Chooses key individuals involved in the Constitution Convention and researches significant details regarding their role in the Constitution Convention (use a computer search, print out one article and highlight significant details).
- 8.5.2c Identifies unusual characteristics or events of their lives and creates and plays a trivia game using the facts found.
- 8.5.3a Sorts and matches cards.
- 8.5.3b Writes a summary statement or paragraph focusing on the fundamental principles of the Constitution.
- 8.5.4a Uses Web sites such as: <www.archives.gov> to locate interactive exhibits about the Constitution.
- 8.5.4b Creates a poster of one of the principles of the Bill of Rights.
- 8.5.4c Participates in a mock trial involving the infringement of one of the basic rights and liberties guaranteed by the Bill of Rights.
- 8.5.4d Sorts and matches cards naming a liberty and an example of that liberty.
- 8.5.5a Creates a timeline of the events surrounding the Louisiana Purchase and the acquisition of Florida.
- 8.5.5b Watches factual video clips of events and lists details which led to the Louisiana Purchase and the acquisition of Florida (e.g., History Channel and Discovery Channel).

Standard 6: The student examines and describes the economy of the United States from 1801 to 1877.

Modified Academic Indicators (MAIs):

- 8.6.1 Describe the changes in the United States in technology, manufacturing, and transportation during the Industrial Revolution.
- 8.6.2 Identify the impact of the concentration of industry and manufacturing in the Northern states.
- 8.6.3 Identify the impact in the Southern states of their dependence on cotton, the plantation system and how the invention of the cotton gin led to an increased demand for slaves.

Classroom Activities:

The student:

- 8.6.2a Completes a T-Chart or graphic of population changes in the Northern States.
- 8.6.2b Creates a T-Chart or graphic of positive and negative influences as a result of the increase in industry (North had larger population, wealth, industry, railroad system, etc.).
- 8.6.3 Sorts and matches cause and effect events related to the economic and social problems of the Southern States (South invested in people and land vs. industry).

Standard 7: The student examines the significance of the Jacksonian era.

Modified Academic Indicators (MAIs):

- 8.7.1 Explain why the election of Andrew Jackson was considered a victory for the "common man."
- 8.7.2 Describe the removal of the Five Tribes from the southeastern parts of the United States.

Classroom Activities:

The student:

- 8.7.2a Creates a map showing the movement of the Five Tribes.
- 8.7.2b Makes and presents a poster/report, multimedia presentation, etc., on one of the Five Tribes and the impacts of their removal from the southeastern parts of the United States (e.g., why they were moved and the effect on the people).

Standard 8: The student researches and interprets evidence of how Americans endeavored to reform society and create a distinct culture from 1801 to 1877.

Modified Academic Indicators (MAIs):

- 8.8.1 Describe pro-slavery and anti-slavery viewpoints in the North and South.
- 8.8.2 Describe the purpose of the Underground Railroad.
- 8.8.3 Describe the activities of the following women reformers: Susan B. Anthony, Elizabeth Cady Stanton, and Harriet Beecher Stowe.
- 8.8.4 Identify the significance of the following early reform movements: abolition, temperance, and women's suffrage.

Classroom Activities:

The student:

- 8.8.2a Uses music, video clips, Web site www.nationalgeographic.com/railroad in classroom discussion, dramatization and/or skits to identify issues concerning the Underground Railroad.
- 8.8.2b Creates a map showing the paths and stops of the Underground Railroad. Creates an Underground Railroad path within the school and makes quilt/song codes assisting their peers along the secret railroad.
- 8.8.2c Reads aloud supporting trade books on the Underground Railroad and writes a summary stating the purposes for the Underground Railroad.

- 8.8.4a Creates a three column chart listing significant details of the early reform movements with group/peer.
- 8.8.4b Illustrates and presents a significant event.
- 8.8.4c Creates a movement flip book identifying each movement and its leaders.

Standard 9: The student evaluates and explains the westward expansion of the United States from 1801 to 1877.

Modified Academic Indicators (MAIs):

- 8.9.1 Identify Manifest Destiny as a motivation and justification for westward expansion.
- 8.9.2 Locate the following territorial acquisitions: Texas Annexation, Mexican Cession, and Gadsden Purchase.
- 8.9.3 Describe the fight for Texas independence.
- 8.9.4 Identify reason why people immigrated to the United States (e.g., jobs, land, and freedom) and how ethnic conflict was intensified.
- 8.9.5 Describe the rapid settlement of Oregon and California.
- 8.9.6 Describe the Mormon migration to the west.

Classroom Activities:

The student:

- 8.9.1a With teacher/peer assistance, does a computer search, prints out one article and highlights motivation and justification on Manifest Destiny.
- 8.9.1b Uses Web sites such as <www.nps.gov/fosc/mandest> to research the westward expansion.
- 8.9.2 Highlights/labels these territorial acquisitions, given a map.
- 8.9.4a Completes a graphic organizer of reasons for immigration to the United States.
- 8.9.4b With peer support, does small group research on ethnic conflicts of the period.
- 8.9.4c Using current events, identifies immigration issues of the past similar to those of current time.

8.9.4d Uses Web sites such as

<<http://teacherscholastic.com/activities/immigration>> to identify immigration events.

8.9.5a Maps settlement regions including a legend of population growth in Oregon and California.

8.9.5b Identifies reasons for settlement including the Gold Rush.

Standard 10: The student examines and describes how the North and South differed and how politics and ideologies led to the Civil War.

Modified Academic Indicators (MAIs):

8.10.1 Identify and sequence the following major events that led to the Civil War: the Compromise of 1850, the Kansas-Nebraska Act, and the Dred Scott decision.

8.10.2 Discuss the significance of the presidential election of 1860.

Classroom Activities:

The student:

8.10.1a Sequences major events on a pictorial or written timeline.

8.10.1b Sorting and matching cards of events and a description.

8.10.1c Develops graphic organizers for events that lead to the Civil war.

8.10.1d Re-enacts the Dred Scott trial.

8.10.1e Uses Web sites such as <www.pbs.org> and

<http://library.thinkquest.org/jo112391dred_scott.htm> to research Dred Scott and sectional differences.

8.10.2 Creates a map, graphic, etc. of the election of 1860 (e.g., who had the most votes from each region).

Standard 11: The student describes the course and character of the Civil War and Reconstruction eras and their effects on the American people, 1861 – 1877.

Modified Academic Indicators (MAIs):

- 8.11.1 Compare the advantages and disadvantages of the Union and the Confederacy at the beginning of the Civil War.
- 8.11.2 Identify the following turning points of the war: Fort Sumter, the Emancipation Proclamation, Gettysburg, and Appomattox.
- 8.11.3 Describe the daily life experiences of Union soldiers and Confederate soldiers.
- 8.11.4 Identify the roles of women during the war.
- 8.11.5 Identify the successes and failures of Reconstruction (e.g., the Black Codes and the Freedmen's Bureau).
- 8.11.6 Identify the provisions of the 13th, 14th, and 15th Amendments.

Priority Academic Student Skills

Adapted for High School

United States History

The focus of the course in United States History for Grades 9-12 is the immediate pre- Civil War era to the present (1850-present). However, for the high school End-of-Instruction examination over “United States History,” the time frame is 1850-1975, or from approximately the Compromise of 1850 through the withdrawal of United States military and diplomatic personnel from Vietnam.

Standard 1: The student demonstrates process skills in social studies.

Modified Academic Indicators (MAIs):

- U.S. 1.1 Read and summarize primary and secondary sources (e.g., diaries, letters, photographs, documents, newspapers).
- U.S.1.2 Distinguish between fact and opinion in examining documentary sources.
- U.S.1.3 Construct timelines of United States history (e.g., landmark dates and events) 1850 to the present.
- U.S.1.4 Identify the historical development of the United States by using maps, graphs, and charts.
- U.S.1.5 Develop discussion, writing, and speaking skills, focusing on major issues, 1850 to the present.

Classroom Activities:

The student:

- U.S.1.1a Provided with primary and secondary sources, highlights main idea, details, and then writes/creates a summary statement (oral, verbal, recorded, etc.).
- U.S.1.1b Creates a poster to summarize information learned from sources.
- U.S.1.2a Using newspaper articles, highlights facts/opinions.
- U.S.1.2b Selects fact/opinion from a set of three choices.

U.S.1.3 Draws, constructs, and/or completes timelines using pictures, titles, words, and/or sentences.

U.S.1.4 Highlights/labels/glues/draws the historical developments on a United States map.

Standard 2: The student analyzes causes, key events, and effects of the Civil War era.

Modified Academic Indicators (MAIs):

U.S.2.1 Identify the significance of Daniel Webster and John C. Calhoun to the states' rights debate.

U.S.2.2 Sequence the following events that led to the Civil War: the Compromise of 1850, the Kansas-Nebraska Act, the Dred Scott case, and the presidential election of 1860.

U.S.2.3 Identify the significant leaders on both sides of the war (e.g., Abraham Lincoln, Ulysses S. Grant, Jefferson Davis, Robert E. Lee, and Frederick Douglass).

U.S.2.4 Describe the importance of critical developments in the war, such as major battles (e.g., Fort Sumter, Gettysburg), the Emancipation Proclamation, and Lee's surrender at Appomattox.

U.S.2.5 Identify the basic provision of the 13th, 14th, and 15th Amendments to the United States Constitution.

U.S.2.6 Describe the impact of Reconstruction policies on the South (e.g., Freedmen's Bureau, Black Codes, Ku Klux Klan, and Jim Crow laws).

Classroom Activities:

The student:

U.S.2.1a Role plays.

U.S.2.1b Dramatizes quotes, speeches, or documents.

- U.S.2.1c Develops a graphic organizer comparing Daniel Webster and John C. Calhoun's views.
- U.S.2.2a Creates a pictorial or written timeline.
- U.S.2.2b Completes a graphic organizer of events.
- U.S.2.3 Creates and presents a poster/billboard/multimedia presentation to show significance of a political view point.
- U.S.2.4a Creates a news report of a major battle or the Emancipation Proclamation.
- U.S.2.4b Given a one page summary, highlights the significant developments of the war.
- U.S.2.4c Re-enacts a battle or event.
- U.S.2.4d Views clips of the movie series *Gettysburg*.
- U.S.2.5a Sorts and matches cards of different amendments.
- U.S.2.5b Creates a poster/billboard of the amendments and their meaning.
- U.S.2.c Creates a timeline or graphic of before/after amendments.
- U.S.2.6a With teacher/peer support, has small group discussion of the impact of Reconstruction policies.
- U.S.2.6b Through a computer search, finds an example of Reconstruction policies, prints out one article, and highlights significant results of these policies.
- U.S.2.6c Illustrates or writes a cause and effect summary of one or more of the policies.
- U.S.2.6d Compares the Jim Crow laws with present day laws.
- U.S.2.6e Views and discusses political cartoons of the era.

Standard 3: The student analyzes the impact of immigration and the Westward Movement on American society.

Modified Academic Indicators (MAIs):

- U.S.3.1 Identify the contributions of immigrants to American society.

U.S.3.2 Identify examples of ethnic discrimination.

U.S.3.3 Describe federal Indian policies (e.g., establishment of reservations and assimilation).

Classroom Activities:

The student:

U.S.3.1 Picks a culture, identifies specific cultural traditions, etc., and links to impact on American society.

U.S.3.1 Sorts and matches cards, poster, or collage of contributions.

U.S.3.1 Makes meals of different cultures.

U.S.3.1 Identifies, brings, or creates clothing from different cultures.

U.S.3.1 Identifies customs of different cultures.

U.S.3.3 With teacher/peer support, has small group discussion of the impact of federal Indian policies.

U.S.3.3 Through a computer search, finds an example of Indian policies. Prints out one article and highlights significant results of these policies.

U.S.3.3 Completes a graphic organizer/timeline.

Standard 4: The student examines the effects of the Industrial Revolution on the economy of the United States.

Modified Academic Indicators (MAIs):

U.S.4.1 Identify the impact of new inventions and industrial production methods on the economy, including new technologies in transportation and communication.

U.S.4.2 Describe the movement to organize workers.

U.S.4.3 Identify the "muckrakers" and the following reform movements: women's suffrage, temperance, and labor.

U.S.4.4 Identify the Progressive Movement and the following reforms: the direct primary and the direct election of federal senators.

Classroom Activities:

The student:

- U.S.4.1a Highlights major changes resulting from the Industrial Revolution in a modified summary provided by teacher.
- U.S.4.1b With teacher/peer support, has small group discussions on impact.
- U.S.4.1c Participates in matching activity with problem/solution.
- U.S.4.1d Creates and presents poster, flip chart/book, or multimedia presentation of inventions/inventors and their impact on society.
- U.S.4.2a With teacher/peer support, has small group discussion of the impact of labor movement
- U.S.4.2b Lists key events, people, and ethnic groups that contributed to organized labor.
- U.S.4.2c Creates and presents poster, flip chart/book, or multimedia presentation of movement of organized workers and the impact on society.
- U.S.4.3 Writes and illustrates a book showing the reform movements.
- U.S.4.5a Highlights important events from a modified summary of the Progressive Movement provided by teacher.
- U.S.4.5b Participates in a mock election.

Standard 5: The student analyzes the changing role of the United States in world affairs at the turn of the twentieth century.

Modified Academic Indicators (MAIs):

- U.S.5.1 Identify the following examples of American imperialism: the Spanish-American War, the canal in Panama, and Theodore Roosevelt's "Big Stick Diplomacy."
- U.S.5.2 Describe the United States' involvement in World War I.

Classroom Activities:

The student:

- U.S.5.1a Sorts and matches cards.
- U.S.5.1b Chooses an event and creates a poster/billboard and makes an oral presentation.
- U.S.5.1c Views and discusses political cartoons.

U.S.5.2a Highlights important events and writes a summary statement using a modified summary of WWI provided by teacher.

U.S.5.2b Creates a map or timeline showing United States involvement in WWI.

U.S.5.2c Views video clips of WWI.

Standard 6: The student describes the social, cultural, economic, and technological ideas and events in the United States in the era between the World Wars.

Modified Academic Indicators (MAIs):

U.S.6.1 Identify the Harlem Renaissance and the Jazz Age.

U.S.6.2 Identify the provisions of the 18th, 19th, and 21st Amendments to the United States Constitution.

U.S.6.3 Describe the impact of the automobile and electrification on American society.

Classroom Activities:

The student:

U.S.6.1a Listens to tapes of the music from the period and writes compare/contrast statements to current styles.

U.S.6.1b Dramatizes in a play/skit/dance events of the era.

U.S.6.2a Sorts and matches cards of different amendments.

U.S.6.2b Creates a poster/billboard of the amendments and their meaning.

U.S.6.3a With teacher/peer support, has small group discussions on impact.

U.S.6.3b Illustrates and labels cause/effect.

U.S.6.3c Creates a T-chart showing changes in society.

Standard 7: The student investigates and analyzes the causes and legacy of the Great Depression.

Modified Academic Indicators (MAIs):

U.S.7.1 Identify the Stock Market Crash of 1929.

- U.S.7.2 Describe the impact of the Great Depression and the Dust Bowl on the American people.
- U.S.7.3 Identify the contributions of the following key individuals of the period (e.g., Will Rogers, Herbert Hoover, and Eleanor and Franklin Roosevelt).

Classroom Activities:

The student:

- U.S.7.1a With teacher/peer support, has small group discussions on impact.
- U.S.7.1b Illustrates and labels cause/effect of Stock Market Crash.
- U.S.7.1c Views and discusses video clips and political cartoons.
- U.S.7.2a Views video clips of the event. With teacher/peer support, has a small group discussion on impact.
- U.S.7.2b Creates a poster of pictures/collage showing the impact of the Dust Bowl/Depression.
- U.S.7.2c Uses Internet to find first hand accounts of the Dust Bowl.
- U.S.7.2d Uses Web sites such as:
<<http://edweb.sdsu.edu/t2arp/quest/dustbowl/dust.html>>.
- U.S.7.3a Chooses an individual and gives a first person narrative/dramatization of his/her important contributions.
- U.S.7.3b Participates in “Who Am I” game or billboard.

Standard 8: The student analyzes the major causes, events, and effects of United States involvement in World War II.

Modified Academic Indicators (MAIs):

- U.S.8.1 Describe the rise of regimes in Germany, totalitarian Italy, and Japan in the 1930s and 1940s.
- U.S.8.2 Describe America’s isolationist attitudes.
- a. Describe the impact of mobilization for war on society.

- b. Sequence the following turning points in both the European and Pacific theaters: Pearl Harbor, Midway, D-Day Invasion, and the use of atomic weaponry.
- c. Describe the events of the Holocaust.

Classroom Activities:

The student:

- U.S.8.2a With teacher/peer support, has small group discussions on United States attitudes.
- U.S.8.2b Lists US attitudes that contributed to isolationism.
- U.S.8.3 Creates graphic organizers, T-charts etc., showing the impact of mobilization.
- U.S.8.4a Creates and presents a written/pictorial timeline of major events and use of atomic weaponry.
- U.S.8.4b Uses internet to research events.
- U.S.8.5a Watches video clips from “*Schindler’s List*.”
- U.S.8.5b Reflects and writes a summary of an event from the Holocaust.
- U.S.8.5c Does a virtual tour of the Holocaust Museum in Washington, D.C.
- U.S.8.5d Creates a poster/multimedia presentation and presents.
- U.S.8.5e Reads books such as *The Diary of Anne Frank*.
- U.S.8.5f Attends a play about the Holocaust.

Standard 9: The student assesses the successes and shortcomings of United States foreign policy since World War II.

Modified Academic Indicators (MAIs):

- U.S.9.1 Identify the Cold War, including confrontations with the Soviet Union in Berlin and Cuba.
- U.S.9.2 .Describe the proliferation of nuclear weapons and the arms race.
- U.S.9.3 Describe the role of the United States in the formation of the United Nations.

- U.S.9.4 Identify the Truman Doctrine of containment and the involvement of the United Nations in Korea.
- U.S.9.5 Describe the fear of communist influence within the United States, including the McCarthy hearings.
- U.S.9.6 Describe American involvement in the Vietnam War.
- U.S.9.7 Explain the reasons for the collapse of communism in Eastern Europe and the Soviet Union.

Classroom Activities:

The student:

- U.S.9.1a Completes a graphic organizer about the Cold War.
- U.S.9.1b Creates and presents a news report.
- U.S.9.1c With teacher/peer support, students will have small group discussions on the Cold War.
- U.S.9.1d Completes a computer search and writes a summary statement or paragraph about the event (e.g., Construction of the Berlin Wall, the Cuban Missile Crisis).
- U.S.9.2a Creates and presents a news report.
- U.S.9.2b With teacher/peer support, students will have small group discussions on the Cold War.
- U.S.9.2c Completes a computer search and writes a summary for a specific event.
- U.S.9.3a Creates and presents a news report.
- U.S.9.3b With teacher/peer support, participates in discussions on the formation of the United Nations.
- U.S.9.3c Debates controversy of the United States involvement.
- U.S.9.4a Completes graphic organizer of Truman Doctrine and its influence on communism.
- U.S.9.4b Lists ways the United States tried to contain communism.
- U.S.9.5a Lists ways the United States tried to contain communism.
- U.S.9.5b Lists/illustrates and discusses effects of the McCarthy hearings on Americans.

U.S.9.6a Creates a written/pictorial timeline of our involvement in the Vietnam War.

U.S.9.6b Watches selected video clips and has a group discussion of American involvement.

U.S.9.6c Listens to a guest speaker, Vietnam veteran, discuss personal experiences and the effects of our involvement.

Standard 10: The student analyzes the economic, social, and political transformation of the United States since World War II.

Modified Academic Indicators (MAIs):

U.S.10.1 Describe segregation and the impact of the Civil Rights Movement on society (e.g., *Brown v. Board of Education of Topeka, Kansas*).

U.S.10.2 Describe the changing roles of women in society.

U.S.10.3 Describe the technology revolution and its impact on communication, transportation, and industry.

U.S.10.4 Describe the effects of increased immigration on American society.

U.S.10.5 Identify the contributions of the following political activists and civil rights leaders: Rosa Parks, Martin Luther King, Jr., Cesar Chavez, and Ralph Nader.

U.S.10.6 Identify the impact of the Watergate Scandal on political attitudes.

U.S.10.7 Identify the provisions of the 22nd and 26th Amendments to the United States Constitution.

Classroom Activities:

The student:

U.S.10.1a Watches selected video clips and has a group discussion of Civil Rights Movement.

U.S.10.1b Completes T-Chart showing before and after Civil Rights Movement (Venn Diagram).

U.S.10.1c Participates in a mock trial of *Brown vs. Board of Education*

U.S.10.1d Listens to guest speakers.

- U.S.10.2a Utilizes a teacher supplied summary of the role of women.
- U.S.10.2b Uses magazine pictures from the past and present, completes a compare/contrast T-chart.
- U.S.10.2c Creates and presents posters, multimedia, etc., identifying changes of women in society.
- U.S.10.5a Watches video clips of these moments in history.
- U.S.10.5b Creates and presents a poster/billboard, multimedia, etc., depicting important accomplishments of these leaders.
- U.S.10.5c Writes and presents a first person narrative from a historical leader's perspective.
- U.S.10.6a Assumes the roll of a key player in the Watergate Scandal and defends his position in a discussion.
- U.S.10.6b Makes a chart, timeline, graph, etc., of events that caused negative perceptions.
- U.S.10.7a Sorts and matches cards of different amendments.
- U.S.10.7b Creates and presents a poster/billboard, multimedia, etc., of the amendments and their meaning.