

Note: *The Study of History*, *Reading and Writing Literacy in Social Studies*, and *Geography Skills* should be incorporated into lessons throughout the year, not necessarily taught in a particular order.

Standards: The Study of History	Skills	Notes
The student comprehends a basic knowledge of the study of history	<ul style="list-style-type: none"> <li>● Defines history as an academic discipline that examines the chronological narrative of past events and the people, places, institutions, and ideas that contribute to those events</li> <li>● Defines a group’s culture (including values, customs and traditions, language, government, family relationships, belief systems, literature, the arts, food, and clothing) and discusses why the study of cultures is an important part of history</li> <li>● Describes what historians do, what their skills are, and where they work</li> <li>● Describes what archaeologists do, what their skills are, and where they work</li> <li>● Recognizes that history is a bridge to understanding groups of people and an individual’s relationship to society and explains what history can teach us as individuals and as a society</li> <li>● Recognizes that he or she can study all aspects of human endeavor—the arts, literature, government, economics, languages, belief systems, and more—through a study of history</li> </ul>	
The student thinks chronologically	<ul style="list-style-type: none"> <li>● Interpret data presented in time lines and create time lines by designating appropriate equidistant intervals of time and recording events according to the temporal order in which they occurred.</li> <li>● Defines BC, AD, BCE, and CE when identifying years in history</li> </ul>	
The student comprehends a variety of historical sources:	<ul style="list-style-type: none"> <li>● Differentiates between and gives examples of the primary sources and secondary sources that historians use to study history and that students can use to study history</li> <li>● Explains why artifacts are useful tools in examining historical events</li> <li>● Explains why the interpretation of historical events and the people, places, institutions, and ideas that contribute to those events might change as new evidence is discovered and interpreted by historians</li> <li>● Gives examples of how the narrative of history is told in many voices and expresses various perspectives on events and ideas</li> </ul>	
The student engages in historical analysis and interpretation	<ul style="list-style-type: none"> <li>● Analyze cause-and-effect relationships bearing in mind multiple causation including (a) the importance of the individual in history; (b) the influence of ideas, human interests, and beliefs; and (c) the role of chance, the accidental and the irrational.</li> </ul>	

	<ul style="list-style-type: none"> <li>● Compare competing historical narratives.</li> <li>● Hold interpretations of history as tentative, subject to changes as new information is uncovered, new voices heard, and new interpretations broached.</li> <li>● Hypothesize the influence of the past, including both the limitations and opportunities made possible by past decisions.</li> </ul>	
The student conducts historical research	<ul style="list-style-type: none"> <li>● Formulate historical questions from encounters with historical documents, eyewitness accounts, letters, diaries, artifacts, photos, historical sites, art, architecture, and other records from the past.</li> <li>● Obtain historical data from a variety of sources, including: library and museum collections, historic sites, historical photos, journals, diaries, eyewitness accounts, newspapers, and the like; documentary films, oral testimony from living witnesses, censuses, tax records, city directories, statistical compilations, and economic indicators.</li> <li>● Support interpretations with historical evidence in order to construct closely reasoned arguments rather than facile opinions.</li> </ul>	

Standards: Reading and Writing Literacy in Social Studies	Notes
<ul style="list-style-type: none"> <li>● Reads grade-level social studies texts independently and proficiently</li> </ul>	
<ul style="list-style-type: none"> <li>● Cites specific textual evidence to support the analysis of primary and secondary sources</li> </ul>	
<ul style="list-style-type: none"> <li>● Determines the central ideas or information in a primary or secondary source</li> </ul>	
<ul style="list-style-type: none"> <li>● Provides an accurate summary of a primary or secondary source distinct from prior knowledge and opinions</li> </ul>	
<ul style="list-style-type: none"> <li>● Determines the meaning of words and phrases as they are used in a social studies text, including vocabulary particular to social studies</li> </ul>	
<ul style="list-style-type: none"> <li>● Identifies aspects of a social studies text that reveal an author's point of view or purpose (e.g., inclusion or avoidance of particular facts, emotional language)</li> </ul>	
<ul style="list-style-type: none"> <li>● Integrates visual information (e.g., in charts, graphs, photographs, videos, maps) with other information in print and digital social studies texts</li> </ul>	
<ul style="list-style-type: none"> <li>● Distinguishes among facts, opinions, and reasoned judgments in a social studies text</li> </ul>	

<ul style="list-style-type: none"> <li>Analyzes the relationship between a primary and secondary source on the same topic</li> </ul>	
<ul style="list-style-type: none"> <li>Writes arguments related to social studies content: introduces a claim, acknowledges opposing claims, organizes reasons and evidence logically; supports the claim with logical reasoning and relevant, accurate data and evidence, using credible sources; and develops coherent and clear relationships among claims, counterclaims, reasons, and evidence</li> </ul>	
<ul style="list-style-type: none"> <li>Writes informative or explanatory text related to social studies content, including the narration of historical events: introduces a topic clearly, previewing what is to follow and organizes ideas and information as appropriate; develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; and develops coherent and clear relationships among ideas, using appropriate and varied transitions(WL.MS.2a)</li> </ul>	
<ul style="list-style-type: none"> <li>Establishes and maintains a formal style and objective tone</li> </ul>	
<ul style="list-style-type: none"> <li>Includes formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful in aiding comprehension</li> </ul>	
<ul style="list-style-type: none"> <li>Conducts short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related questions that allow for multiple avenues of exploration</li> </ul>	
<ul style="list-style-type: none"> <li>Gathers relevant information from multiple print and digital sources to support analysis, reflection, and research, using search terms effectively and assessing the credibility and accuracy of each source</li> </ul>	
<ul style="list-style-type: none"> <li>Quotes or paraphrases the information and conclusions of others while avoiding plagiarism and following a standard format for citations</li> </ul>	
<ul style="list-style-type: none"> <li>Writes over extended time frames and shorter time frames to complete a range of social studies assignments</li> </ul>	

Standards: The Study of Geography	Skills	Notes
The student understands the field of Geography	<ul style="list-style-type: none"> <li>Defines geography as an academic discipline that examines places and the relationship of people to those places and that is made up of both physical geography and human geography</li> <li>Gives examples of what is studied in physical geography (e.g., landforms, climate) and what is studied in human geography (e.g., migration, how people live in their environment)</li> <li>Describes what geographers and cartographers do, what their skills</li> </ul>	

	<p>are, where they work, and how their jobs have changed over time (e.g., with the use of computer technology)</p> <ul style="list-style-type: none"> <li>• Explains why a variety of maps and other visuals are important tools in the study of geography (e.g., political maps, topographic maps, special-purpose maps, satellite images)</li> <li>• Defines a region as an area that has features that make it different from surrounding areas and gives examples of regions (e.g., the North Slope) and explains why physical barriers (e.g., mountains, rivers) or human characteristics (e.g., language, ethnicity) often define a region</li> <li>• Defines and discusses the five themes of geography: location, place, human-environment interaction, movement, and regions</li> </ul>	
The student understands Geography's impact on human life.	<ul style="list-style-type: none"> <li>• Explains how the availability of physical resources (e.g., water, fertile land, trees, stones, minerals) in the geography of a place affected the establishment and growth of cities and whole civilizations</li> <li>• Explains how the physical features (e.g., mountains for protection, rivers for trade) of a place affected the establishment and growth of cities and whole civilizations</li> </ul>	

Quarter 1 Priority Standards and Skills: Classical Traditions, Major Religions, And Giant Empires

Standards	Skills	Notes
<p>Guiding Questions:  <i>What are the principles of Judaism?</i>  <i>How did historical events affect the movement of the Jewish people over time?</i>  <i>What lasting impact has Jewish culture and history made on modern day western civilization?</i></p>		

The student understands the emergence of Judaism and the historical significance of the Hebrew kingdoms.

- Locates Canaan, Mesopotamia, Egypt, and the Mediterranean Sea on a historical map and on a current map
- Describes the early Hebrews, who appeared c. 2000 BC to 1500 BC
- Tells the story from the Torah of Abraham's journey from Ur in Mesopotamia, north to Haran, and then south to Canaan and speculates on why Abraham took that route to Canaan
- Explains the likely causes and the effects of the move from Canaan to Egypt by the Israelites, the descendants of Abraham and Sarah
- Tells the story from the Torah of the exodus of the Israelites from Egypt (c. 1200s BC), led by Moses, and their return to Canaan, after stopping at Mt. Sinai to receive the Ten Commandments
- Compares and contrasts the Ten Commandments with Hammurabi's Code
- Explains how the 12 tribes of Israel, overseen by their own "judges," lived in the land of the Canaanites
- Describes the rise of Saul, the first king of Israel, who brought the tribes together to defend themselves against the Philistines (c. mid-1000s BC)
- Tells the story of David and his accomplishments as a young man and as a king (c. 1000 BC), including establishing the capital of Jerusalem
- Tells the story of David's son Solomon and his accomplishments as king (c. 965 BC)
- Explains how Israel split into Israel and Judah and what happened to both eventually, including the Babylonian Captivity and the role of the Persians
- Describes the successful revolt led by the Jewish Maccabees (in the 160s BC) and then the eventual conquest by the Romans in 63 BC
- Describes the role of men and women in Israelite and Jewish societies and identifies some well-known female role models
- Describes Judaism as one of the early monotheistic ("one God") religions
- Differentiates among the modern branches of Judaism—Orthodox, Conservative, and Reform—and discusses some of their beliefs in Mosaic law, including observance of the Sabbath, the eating of kosher foods, and the Jewish education of children
- Identifies the Torah, the other parts of the Hebrew Bible, and the Talmud
- Identifies the Dead Sea Scrolls (c. 100 BC to AD 50) and their significance
- Describes the causes and results of the Zealots' revolt against

	<p>Roman rule in AD 66 and the capture of Masada in AD 73</p> <ul style="list-style-type: none"> <li>• Describes the migration of Jews around the world (the Diaspora) after they were forbidden by the Romans to live in Jerusalem (AD 130s), including the role of rabbis</li> <li>• Differentiates between the Ashkenazim (and their Yiddish language) and the Sephardim</li> <li>• Discusses the meaning and traditions of the Jewish holy days: Hanukkah, Passover, Rosh Hashanah, and Yom Kippur</li> <li>• Makes a timeline showing the events in the lives of the early Hebrews through the Diaspora</li> </ul>	
<p>Guiding Questions:  <i>In what ways did Greek culture have an enduring influence on modern society?</i>  <i>How did physical geography influence the lives of the early Greeks?</i>  <i>What ideas did the Greeks develop to explain the world around them?</i>  <i>How successful was Alexander in achieving his goals?</i></p>		
<p>The student understands the achievements and limitations of the democratic institutions that developed in Athens and other Aegean city-states.</p>	<ul style="list-style-type: none"> <li>• Explains why ancient Greek communities were isolated from each other and why they turned to the seas for transportation, food, and trade</li> <li>• Traces the history of government in the city-state of Athens—that is, from rule by kings to rule by oligarchies to rule by tyrants back to rule by oligarchies and then to the development of democracy under Cleisthenes (c. 500 BC)</li> <li>• Researches the the derivations from the Greek of democracy and oligarchy</li> <li>• Describes the way democracy was carried out in Athens, with large assemblies of citizens, many speeches, voting, city councils, and trial by juries</li> <li>• Traces the decline of democracy in Athens from Pericles, who served as an elected leader (c. 460 to 429 BC)</li> <li>• Compares and contrasts Athenian direct democracy and American representative democracy</li> </ul>	
<p>The student understands the major cultural achievements of Greek civilization.</p>	<ul style="list-style-type: none"> <li>• Locates the peninsular mainland and islands of Greece, including the largest island of Crete; the Ionian Sea; the Aegean Sea; and the Mediterranean Sea; and the mountains and coastal plains that make up Greece on a historical physical map and on a current map</li> <li>• Describes the economy of the Minoans on Crete (c. 2000 BC) and discusses the volcano eruption theory as the end of their civilization (c. 1600s BC)</li> </ul>	

	<ul style="list-style-type: none"> <li>● Describes the development of the Mycenaeans (the first people to speak the Greek language) on the mainland, their takeover of Crete, and their aggressive trading practices in the region</li> <li>● Explains what led to the Dark Age in Greece (c. 1200s BC)</li> <li>● Traces the beginning of city-states (the Greek word polis) and Greece's Classical Age (c. 900s BC)</li> <li>● Identifies English words that come from the Greek word polis</li> <li>● Describes a Greek city/city-state and its residents in the Classical Age, including the acropolis, surrounding walls, and the agora</li> <li>● Explains the causes and effects of the establishment of Greek colonies around the Mediterranean and Black seas, which became independent and served as trading partners with the Greek city-states</li> <li>● Locates the Black Sea, the Greek colonies, and trade routes on a historical map (c. 600 BC)</li> <li>● Recognizes the Greeks' use of mythology as a way to explain natural occurrences and gives some examples of Greek gods and goddesses and their roles</li> <li>● Recognizes the Greeks' interest in heroes and their extraordinary feats and gives examples of some heroes the Greeks told stories about</li> <li>● Tells the story of the ancient Greek Olympic Games, of the birth of the modern Olympics in Athens in 1896, and of the Olympic Games today</li> <li>● Describes the government of Sparta, with two kings and elected officials</li> <li>● Researches the class system in Sparta, including the status of Sparta's helots</li> <li>● Compares and contrasts the values of the people of Sparta and Athens</li> <li>● Compares and contrasts the lives of boys, including their education, and men in Sparta and Athens</li> <li>● Compares and contrasts the lives of girls and women, including their personal and civil rights, in Sparta and Athens</li> <li>● Traces the causes and effects of the rise of the Delian League and the Peloponnesian League</li> <li>● Describes the long Peloponnesian War (c. 431 BC to 404 BC) between Athens and Sparta and then the eventual fighting among the city-states that weakened Greece</li> </ul>	
The student understands the	<ul style="list-style-type: none"> <li>● Locates ancient Persia and the Persian Empire, Asia Minor, the</li> </ul>	

<p>development of the Persian (Achaemenid) empire and the consequences of its conflicts with the Greeks.</p>	<p>Persian Gulf, the Caspian Sea, the Arabian Sea, the Black Sea, the Mediterranean Sea, and the Red Sea on a historical map and on a current map</p> <ul style="list-style-type: none"> <li>● Describes the rise of Cyrus II (Cyrus the Great) to power in Persia (c. 550 to 529 BC) and his successful strategies in expanding and then ruling conquered peoples in the Persian Empire</li> <li>● Describes the rise of Darius I after the death of Cambyses and his organization of the empire into 20 provinces, with governing satraps</li> <li>● Identifies improvements and expansions that Darius I made in Persian life, including roads and the new capital of Persepolis</li> <li>● Recognizes that Zoroastrianism, founded by the prophet Zoroaster/Zarathustra over 3500 years ago, is arguably the world's oldest monotheistic religion and likely influenced Judaism (when the Jews in the Babylonian Captivity were freed and returned to Jerusalem), Christianity, and Islam, with its beliefs in one God (Ahura Mazda), heaven and hell, and a day of judgment</li> <li>● Describes the causes and effects of Darius I's invasion of Greece (c. 490 BC) at the Battle of Marathon, the beginning of the Persian Wars</li> <li>● Describes the Greek victory, with Sparta's military help on land and Athens' on the sea, over the Persians under Xerxes I (480 BC)</li> </ul>	
<p>The student understands Alexander of Macedon's conquests and the interregional character of Hellenistic society and culture.</p>	<ul style="list-style-type: none"> <li>● Locates Macedonia, Sparta, Athens, Thebes, the cities named Alexandria, Asia Minor, the Persian Empire, the Persian Gulf, the Caspian Sea, the Arabian Sea, the Black Sea, the Mediterranean Sea, and the Red Sea on a historical map and on a current map</li> <li>● Explains how Philip II, king of Macedonia (359 BC) conquered Athens and Thebes and then the rest of Greece with his military strategies</li> <li>● Describes the rise and military strategy of Alexander the Great after Philip II's death, starting with the defeat of a revolt in Thebes and continuing throughout the conquest of Egypt and the rest of the Persian Empire (334 BC to 323 BC)</li> <li>● Describes the blending of the Greek culture and the conquered peoples' own cultures in Alexander's largest-in-the-world empire, leading to its characterization as Hellenistic (Greek-like)</li> <li>● Appreciates the long and arduous route of Alexander's armies during his campaign</li> <li>● Describes the division of Alexander's empire after his death into Macedonia and Greece, Syria, and Egypt</li> <li>● Describes Greek achievements in sculpture and painting,</li> </ul>	



	<p>architecture (columns and the Parthenon), and literature (plays and histories)</p> <ul style="list-style-type: none"> <li>• Reflects on the lasting significance of Greek philosophers, including Socrates (the Socratic method), Plato (his Academy and The Republic), and Aristotle (moderation, reason, and logic)</li> <li>• Describes Greek achievements in mathematics (Euclid's geometry), medicine (Hippocrates), and engineering (Archimedes)</li> <li>• Makes a timeline showing events from the Minoan civilization through the end of Alexander the Great's Empire</li> </ul>	
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#### Quarter 2 Priority Standards and Skills

Standards	Skills	Notes
<p>Guiding Questions:            How did the roman legacy of scientific, technologica, and cultural advances impact the lives and activities of Roman citizens?            What was the significant impact of the Roman Empire on the development and spread of christianity?            What factors led to the decline of the Roman Empire?</p>		
<p>The student understands the causes and consequences of the unification of the Mediterranean basin under Roman rule.</p>	<ul style="list-style-type: none"> <li>• Locates Italy, Rome, Sicily, Sardinia, the Alps, the Apennines, Mt. Vesuvius, the Adriatic Sea, the Ionian Sea, the Tyrrhenian Sea, the Mediterranean Sea, and the Ligurian Sea on a map</li> <li>• Recognizes that Rome was built on seven hills on the Tiber River</li> <li>• Describes the climate of Italy as conducive to growing crops</li> <li>• Tells the story of Aeneas (later told in an epic poem by Virgil in 10 BC) and of Romulus and Remus (the twin brothers raised by a wolf and the legendary founders of Rome)</li> <li>• Describes the early kings of Rome, including Romulus (the first king, c. 753 BC) and the Etruscan kings, who made great contributions to Roman life</li> <li>• Explains the creation of the Roman republic (509 BC), with elected officials from a wealthy class, and the Romans' use of short-term dictators during wartime</li> <li>• Describes the conflict between the plebeians and the patricians in running the government (c. 400s BC)</li> <li>• Describes the elaborate and thoughtful structure of the new government created to deal with plebeians' concerns and the duties of each part of the government: two consuls and other magistrates, the Senate, and the assemblies and tribunes (with veto power)</li> </ul>	

- Describes the new government's checks and balances
- Explains the significance of the Law of the Twelve Tables and gives examples of the written laws (c. 450 BC)
- Identifies the great variety of religious, governmental, and social activities that took place in the Forum
- Explains the military strategies that Rome used to take over almost all of the Italian peninsula and the farm improvements and trade that made the Romans successful in their expansion
- Traces the history of the Punic Wars between Rome and Carthage, including the role of Hannibal (c. 218 BC) and Rome's eventual destruction of Carthage (c. 140s BC)
- Locates the greatly expanded Roman Republic (c. 100 BC) on a historical map
- Describes political unrest (c. 100 BC), including the roles of Tiberius and Gaius Gracchus, the civil war between the followers of Gaius Marius and Lucius Cornelius Sulla, and the slave rebellion led by Spartacus
- Traces the rise of Julius Caesar, including his conquering of Gaul (c. 58 BC to 50 BC), his written record of The Gallic Wars (still read in Latin classes today), his alliance with Pompey and Crassus, and his defeat of Pompey
- Traces the fall of Julius Caesar, including why the Senators were displeased with him and his assassination by the Senators on the Ides of March in 44 BC
- Traces the activities of Marc Antony and Octavian in avenging Caesar's death, including the battle at Philippi and the deaths of all of the Senators who had stabbed Caesar
- Explains the conflict between Antony and Octavian, ending with Antony's and Cleopatra's deaths
- Discusses whether Octavian's becoming the princeps (first citizen) and his renaming as Augustus signaled the beginning of the Roman Empire (27 BC)
- Locates on a historical map the growth of the Roman Empire until AD 117 and reflects on how an area that large could be controlled from Rome
- Explains what is meant by the Pax Romana (Roman peace) and what conditions were like in the Roman Empire until the AD 180s
- Describes Roman achievements in science and engineering, including a calendar, a system of well-built roads, cement, aqueducts, arches, and vaulted ceilings
- Describes Roman achievements in architecture, art, and literature,

	<p>including beautiful and very large buildings, like the Colosseum; mosaics, frescoes, and the poetry of Virgil and Ovid</p> <ul style="list-style-type: none"> <li>● Explains the short-term and long-term significance of the Latin language, including its use as a basis for the Romance languages and its usefulness in the study of English</li> <li>● Explains the short-term and long-term significance of Roman law</li> <li>● Describes the Romans' religious beliefs as coming from many sources, including the Greek gods and goddesses</li> </ul>	
<p>The student understands the emergence of Christianity in the context of the Roman Empire.</p>	<ul style="list-style-type: none"> <li>● Describes the conflicts between the Romans and the Jews, who lived in Judea under Roman rule (since 63 BC), ending with Hadrian's destruction of Jerusalem and expulsion of Jews (AD 135)</li> <li>● Traces the life of Jesus of Nazareth, as told in the New Testament of the Christian Bible, from his birth (the switch from BC to AD for many calendar systems) to his traveling and teaching at about the age of 30 to his arrest and crucifixion by the Romans to his resurrection, as Christians believe</li> <li>● Reflects on some of the teachings of Jesus and the work done by his apostles in spreading those teachings after his death, including their traveling to early churches and the letters written to those churches by Paul</li> <li>● Describes the reasons for the break between Judaism and Christianity</li> <li>● Explains the reasons for the banning of Christianity and the persecution of Christians by the Roman government</li> <li>● Recognizes that the emperor Constantine became a Christian in the early 300s and that Christianity eventually became the official religion of the Roman Empire</li> </ul>	
<p>The student understands the causes for the decline of the Roman Empire.</p>	<ul style="list-style-type: none"> <li>● Explains the problems associated with ruling and protecting the Roman Empire, given its vast size (c. AD 200s)</li> <li>● Describes emperor Diocletian's division of the Empire and Constantine's reuniting of the Empire, but with a move to a new capital of Constantinople (what is now Istanbul)</li> <li>● Describes the early invasions of the Huns and Goths and the destruction of Rome by the Visigoths in AD 410</li> <li>● Describes the later attacks in the west by many groups and in the east, under Attila the Hun, and Rome's eventual fall to a foreign military general in AD 476</li> <li>● Reflects on the reasons for the decline of the Roman Empire, including its vast size, corruption in government, and economic</li> </ul>	

	<p>difficulties</p> <ul style="list-style-type: none"> <li>• Describes the rise of the Eastern Roman (or Byzantine) Empire, where people spoke Greek, under Justinian (emperor from AD 527 to AD 565) and his wife Theodora, including Justinian’s Code and the reclaiming of some of the Roman Empire’s land</li> <li>• Describes the split in the Christian Church in the AD 1000s, with the establishment of the Eastern (or Greek) Orthodox Church in the Eastern Roman Empire</li> <li>• Recognizes the end of the Eastern Roman Empire as the Ottoman Turks’ capture of Constantinople in 1453</li> <li>• Makes a timeline showing events from the founding of Rome through the decline of the Roman Empire and Eastern Roman Empire</li> </ul>	
<p>Guiding questions Middle Ages:  <i>How does the European middle ages and particularly, the struggle for power between the church, the king, and the nobility lay the foundation of Europe, western civilization, and modernity?</i>  <i>How influential was the Roman Catholic Church in medieval Europe?</i>  <i>How did events in Europe contribute to the decline of feudalism and the rediscovery of Greek and Roman ideals?</i></p>		
<p>The student understands the foundations of a new civilization in Western Christendom in the 500 years following the breakup of the western Roman Empire.</p>	<ul style="list-style-type: none"> <li>• Dates the Middle Ages, or medieval times, as starting with the fall of the Roman Empire (AD 476) and ending with the Renaissance (c. 1500)</li> <li>• Explains how Christianity spread into northern Europe through missionaries sent by popes and through monks, who lived and worked in monasteries built throughout Europe</li> <li>• Describes the establishment of the Franks’ empire in Gaul (now France) and the surrounding areas and its expansion under Charlemagne, a Christian ruler</li> <li>• Evaluates the success of Charlemagne as a leader of his empire</li> <li>• Describes the brutal, swift raids by invaders during Charlemagne’s time, including by the Vikings</li> </ul>	
<p>The student understands the coalescence of political and social order in Europe.</p>	<ul style="list-style-type: none"> <li>• Describes the role of women in medieval times and how the knights’ code of chivalry affected women</li> <li>• Describes the causes and effects of the growth of towns and trade in medieval times (after AD 1000)</li> <li>• Recognizes that popes became powerful politically, even challenging kings for power and authority</li> <li>• Explains the causes and effects of the Crusades (c. 1096 to 1204), but with the end result that the Holy Land stayed in Muslim hands</li> </ul>	

	<ul style="list-style-type: none"> <li>● Recognizes the dominance of Christianity in Europe in the Middle Ages and the increasing political involvement (and decreasing attention to religious issues) of the clergy</li> <li>● Compares and contrasts the secluded lives of monks and nuns with the lives and work of Franciscan (modeled after Francis of Assisi, c. 1182– 1226) and Dominican friars</li> <li>● Explains the causes and effects of the Hundred Years’ War, including the role of Joan of Arc</li> <li>● Explains the causes and effects of the Black Death that killed millions of people in Europe (1347 to 1351)</li> <li>● Recognizes that the authority of the Church was challenged by its members, that wars were fought to stamp out heresy among Church members, and that Christians pushed the Muslim Moors out of what is now Spain and Portugal (c. 1100 to 1300)</li> <li>● Makes a timeline showing events from the Middle Ages</li> </ul>	
<p>The student understands feudalism and the growth of centralized monarchies and city-states in Europe.</p>	<ul style="list-style-type: none"> <li>● Explains why nobles had to defend their own land from invaders with knights</li> <li>● Describes the causes of the development of feudalism, with nobles becoming lords and knights becoming vassals in return for receiving land (a fief) and for agreeing to protect the lord who granted it</li> <li>● Describes the spread of feudalism to England by the French duke of Normandy, who defeated the English at the Battle of Hastings in 1066 and became king of England, known as William the Conqueror</li> <li>● Describes life at a medieval manor, with peasants and serfs working the land owned by knights and lords</li> <li>● Describes the rise of King Ferdinand and Queen Isabella and their outlawing of all religions, except Christianity, including the role of the Spanish Inquisition (c. 1469 to 1491)</li> </ul>	
<p>The student understands the patterns of social change and cultural achievement in Europe’s emerging civilizations.</p>	<ul style="list-style-type: none"> <li>● Describes the establishment and purpose of universities in Europe, including the philosophy of Thomas Aquinas (1225–1274) at the University of Paris</li> <li>● Discusses the short-term and long-term effects of the building and decorating of massive Gothic cathedrals in Europe (e.g., Chartres Cathedral, rebuilt after a fire from 1194 to 1260) and of the creation of illuminated manuscripts (H A1) (H A6) (H B1c) (H C3)</li> <li>● Explains the causes and effects of King John’s signing of the Magna Carta in 1215 in Runnymede and discusses some of the 63 demands that were listed in the document</li> </ul>	

	<ul style="list-style-type: none"> <li>● Appreciates the importance of the Magna Carta in English history</li> <li>● Recognizes that Jews were discriminated against in Europe and forced to leave their homes (c. 1290 to 1400)</li> <li>●</li> </ul>	
<p>Guiding Questions Renaissance:  <i>How did the disasters that afflicted European society in the 14th century set the stage for the Renaissance?</i>  <i>How did humanism affect both Renaissance thinking &amp; contemporary attitudes?</i>  <i>How and why did Renaissance art change?</i></p>		
<p>The student understands the world-historical significance of the Mongol empire.</p>	<ul style="list-style-type: none"> <li>● Discusses the story of Marco Polo's Silk Road journey (with his father and uncle) and stay in China with the Mongol emperor Kublai Khan (1275 to 1295) and explains the effects of Marco Polo's writing about his journey upon his return to Venice (<a href="http://www.silkroadfoundation.org/artl/marcopolo.shtml">http://www.silkroadfoundation.org/artl/marcopolo.shtml</a>)</li> <li>● Locates on a map and describes the Italian cities of Florence, Milan, Genoa, and Venice as trading and manufacturing centers in the 1300s</li> </ul>	
<p>The student understands the consequences of Black Death and recurring plague pandemic in the 14th century.</p>	<ul style="list-style-type: none"> <li>● Explain the origins and characteristics of the plague pandemic of the mid-14th century, and describe its spread across Eurasia and North Africa. [Reconstruct patterns of historical succession and duration]</li> <li>● Analyze the demographic, economic, social, and political effects of the plague pandemic in Eurasia and North Africa in the second half of the 14th century. [Appreciate historical perspectives]</li> </ul>	
<p>The student understands transformations in Europe following the economic and demographic crises of the 14th century.</p>	<ul style="list-style-type: none"> <li>● Defines Renaissance (rebirth) and explains what was being reborn</li> <li>● Explains how Florence became the center of the Italian Renaissance, including the role of the wealthy and powerful Medici family</li> <li>● Identifies important Italian writers and the significance of their works, including Dante Alighieri (1265–1321) and <i>The Divine Comedy</i>, Niccolò Machiavelli (1469–1527) and <i>The Prince</i>, and Giorgio Vasari (1511–1574) and <i>The Lives of the Artists</i></li> <li>● Identifies the invention of perspective by Masaccio (1401–1428), as seen in his painting <i>The Tribute Money</i> in the Brancacci Chapel in Santa Maria del Carmine and in his painting <i>The Trinity</i> in Santa Maria Novella in Florence</li> <li>● Identifies the two multi-talented geniuses of the Renaissance and the significance of their works: Leonardo da Vinci (1452–1519) and</li> </ul>	

	<p>his many interests, including his paintings, studies of the human figure, and inventions (e.g., The Last Supper, the Madonna of the Rocks, Mona Lisa, the Vitruvian Man, and sketches for flying machines); and Michelangelo (1475–1564) and his sculptures and paintings (e.g., the Pietàs, Moses, Night, Day, Dusk, Dawn, David, and the Sistine Chapel paintings)</p> <ul style="list-style-type: none"> <li>● Compares and contrasts the significance and dominance of religious themes in most of Italian Renaissance art with Northern Renaissance art themes, which included daily life</li> <li>● Appreciates the prints of German artist Albrecht Dürer</li> <li>● Explains the short-term and long-term significance of the manufacturing of paper in Europe and the invention of Johann Gutenberg’s printing press with movable type</li> <li>● Appreciates the significance of Gutenberg’s Bible, printed in Latin in 1456</li> <li>● Explains the thoughts of Northern Renaissance scholars, including Dutch priest Desiderius Erasmus, who criticized corrupt clergy and wanted a return to devotion to God and the teachings of Jesus</li> <li>● Makes a timeline showing events from the Renaissance</li> </ul>	
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Guiding Question The Reformation:  
Why did the Reformation occur?  
How did the Reformation change the world religiously, politically, economically, and socially?

<p>The student understands Reformation, and Catholic Reformation.</p>	<ul style="list-style-type: none"> <li>● Identifies the complaints about the Roman Catholic Church by the early 1500s, including the political activities of the pope, the wealth of the Church, and the sale of indulgences</li> <li>● Describes the role of Martin Luther and his nailing of his Ninety-Five Theses to a church door in Wittenberg (Germany) on October 31, 1517, in starting the Reformation</li> <li>● Gives examples of Luther’s theses and explains the results of his complaints: the division of the Roman Catholic Church and emergence of Protestantism (specifically Lutherans)</li> <li>● Describes the significance of Luther’s view of “the priesthood of all believers” and of his translation of the Bible into German</li> <li>● Describes the work of other Church reformers, including William Tyndale (who translated the Bible into English) and John Calvin</li> <li>● Describes the rebellion of King Henry VIII against the pope for personal reasons and his establishment of the new Anglican Church (the Church of England)</li> <li>● Describes the response of the Roman Catholic Church to the</li> </ul>	
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	<p>Reformation (the Counter-Reformation), including the extension of the Spanish Inquisition to include Protestants, the establishment of the Jesuits by Ignatius of Loyola (in 1534, but still a strong influence in education today), the Council of Trent outcomes, and the spread of Catholicism through missionaries</p> <ul style="list-style-type: none"> <li>● Identifies the causes and effects of the Edict of Nantes, issued by King Henry IV (1598)</li> <li>● Identifies the results of Protestant congregations' governing of themselves</li> <li>● Makes a timeline showing events from the Reformation</li> </ul>	
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Quarter 3 Priority Standards and Skills: Early British America through 1763

Standards	Skills	Notes
<p>The student understands changes in Western European societies in the age of exploration.</p>	<ul style="list-style-type: none"> <li>● Explains the reasons that Catholics had for wanting to leave England for the colonies</li> <li>● Explains the reasons the proprietary colony of "Maryland" was established by Lord Baltimore and his son (with a charter issued by King Charles I in 1632)</li> </ul>	
<p>The student understands how diverse immigrants affected the formation of European colonies.</p>	<ul style="list-style-type: none"> <li>● Explains why the English colonists chose to come to settle Jamestown, the first permanent English settlement in North America, and what happened to them upon arrival in 1607</li> <li>● Explains the use of the headright system in allocating property in Virginia</li> <li>● Explains and debates the use of indentured servants as a source of labor in Virginia</li> <li>● Describes the arrival of more women in Virginia after 1619 and what changes their arrival brought to the colony</li> <li>● Describes the lives of children in Virginia and compares their lives to children's lives today on the North Slope</li> <li>● Locates Jamestown and the Southern colonies of Maryland, Virginia, North Carolina, South Carolina, and Georgia on a map and places the establishment of the Southern colonies on a timeline of the establishment of all 13 colonies</li> </ul> <hr/> <ul style="list-style-type: none"> <li>● Explains what led to the Great Migration as people left England for the colonies</li> </ul> <hr/> <ul style="list-style-type: none"> <li>● Traces the history of New York from its founding as New Netherland in 1613 through its multiethnic growth under the</li> </ul>	<p>This standard could be taught as a theme or separated by colonial region (Southern, New England, and Middle).</p>



	<p>patroon system, with Peter Stuyvesant as director-general</p> <ul style="list-style-type: none"> <li>• Describes the capture of New Netherland by the British in 1664 and its renaming as New York</li> <li>• Describes the founding of New Jersey as a proprietary colony by Sir George Carteret and Lord John Berkeley in 1664</li> <li>• Describes the founding of Pennsylvania (“Penn’s Woods”) as a proprietary colony and of Philadelphia (the “City of Brotherly Love”) by William Penn (under a charter from King Charles II in 1681)</li> </ul>	
<p>The student understands religious diversity in the colonies and how ideas about religious freedom evolved.</p>	<ul style="list-style-type: none"> <li>• Explains the beliefs of the Puritans and Separatists in England and their actions and treatment in England</li> <li>• Identifies the Pilgrims and describes their motivations, plans, and journeys from England to the Netherlands and then to North America on the Mayflower in 1620</li> <li>• Explains the causes and results of the Toleration Act of 1649, passed by Maryland’s colonial assembly to resolve differences between Catholic and Protestant colonists</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Explains the reasons Roger Williams was forced to leave the Massachusetts Bay Colony and how his religious beliefs changed life in his settlement of Providence (later, the colony of Rhode Island)</li> <li>• Explains why Anne Hutchinson’s religious beliefs caused Puritan leaders to force her to leave the Massachusetts Bay Colony</li> <li>• Takes a personal position on the issue of religious freedom both in the colonies and in the U.S. today</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Identifies the Quakers and explains their religious and social beliefs and their persecution by Christians in Europe and in the colonies</li> </ul>	<p>This standard could be taught as a theme or separated by colonial region (Southern, New England, and Middle).</p>
<p>The student understands the roots of representative government and how political rights were defined.</p>	<ul style="list-style-type: none"> <li>• Explains the reasons for and provisions of the Mayflower Compact, including reading and explaining excerpts from the original document</li> <li>• Describes the early conditions of the settlement at Plymouth Rock</li> <li>• Describes the establishment of the Virginia Company of London and the First Virginia Charter issued by King James I</li> <li>• Describes the role of John Smith in improving life in Jamestown, including his original alliance with the Powhatan Confederacy</li> <li>• Describes the roles of John Rolfe and Pocahontas in the story of the Jamestown settlement</li> <li>• Explains why Virginia became a royal colony, under the authority of a royal governor</li> </ul>	<p>This standard could be taught as a theme or separated by colonial region (Southern, New England, and Middle).</p>

	<ul style="list-style-type: none"> <li>● Explains the causes and effects of Bacon’s Rebellion in Jamestown</li> <li>● Explains the reasons for the establishment of Carolina (with a charter issued by King Charles II in 1663), its eventual split into the proprietary colonies of North Carolina and South Carolina in 1712, and finally their becoming royal colonies in 1729</li> <li>● Explains the reasons that James Oglethorpe and King George II had for founding Georgia (with a charter in 1732) and the results</li> <li>●</li> </ul> <hr/> <ul style="list-style-type: none"> <li>● Describes the role of the family, of the men and women of the colony, and of education in Plymouth</li> <li>● Compares and contrasts the rights of women in Plymouth and in England, including the right to own property, to sign contracts, and to sue</li> <li>● Takes a personal position on the issue of women’s rights, both in the colonies and in the U.S. today</li> <li>● Explains why the Puritans, who received a charter from King Charles I in 1629 to form the Massachusetts Bay Company, left England, under the leadership of John Winthrop</li> <li>● Analyzes the role of the General Court and the substantial impact of the close ties between the powerful church and the local government in the Massachusetts Bay Colony (H B1c) (H C3)</li> <li>● Explains the reasons Thomas Hooker left the Massachusetts Bay Colony and how his writing of the Fundamental Orders of Connecticut made Connecticut more democratic than the Massachusetts Bay Colony</li> <li>● Explains the importance of the New England Articles of Confederation</li> <li>● Explains the causes and effects of the New England witchcraft trials in the early 1690s</li> </ul> <hr/> <ul style="list-style-type: none"> <li>● Explains how Pennsylvania served as an exemplar of representative self-government and tolerance in the colonies</li> </ul>	
<p>The student understands the differences and similarities among Africans, Europeans, and Native Americans who converged in the western hemisphere after 1492.</p>	<ul style="list-style-type: none"> <li>● Explains the deterioration of the colonists’ relationship with the Powhatan Confederacy</li> <li>● Explains how African servants and slaves first came to Virginia and then how slavery expanded</li> <li>● Compares and contrasts the colonists who settled North Carolina and South Carolina and their use of African slaves in each colony</li> <li>● Reflects on and empathizes with the lives of Native Americans,</li> </ul>	<p>This standard could be taught as a theme or separated by colonial region (Southern, New England, and Middle).</p>

	<p>indentured servants, and African slaves in the Southern colonies</p> <ul style="list-style-type: none"> <li>● Describes the critical roles of Samoset, Tisquantum (Squanto), and the Wampanoag people, with their chief Massasoit, in the lives of the settlers in Plymouth</li> <li>● Researches the Pilgrims' first Thanksgiving, including the role of governor William Bradford, as well as Native Americans' earlier similar celebrations (e.g., the Green Corn Ceremony)</li> <li>● Explains the arguments between colonists and Native Americans in New England over their contrary beliefs about land ownership</li> </ul>	
<p>The student understands colonial economic life and labor systems in the Americas.</p>	<ul style="list-style-type: none"> <li>● Characterizes the economies of the Southern colonies and explains the role of tobacco, rice, and indigo in these agricultural economies</li> <li>● Explains how and why African slaves became the main source of labor in the Southern colonies</li> </ul> <hr/> <ul style="list-style-type: none"> <li>● Describes the economics of life in Plymouth</li> <li>● Explains why the Puritans, who received a charter from King Charles I in 1629 to form the Massachusetts Bay Company, left England, under the leadership of John Winthrop</li> <li>● Characterizes the economies of the New England colonies and explains why slavery did not become as critical to these economies as it did to the Southern colonies</li> <li>● Describes the role of fishing and whaling and of shipbuilding in the New England trading economies</li> <li>● Describes the apprenticeship system for developing skilled workers in the New England colonies and compares and contrasts that system with present-day apprenticeship systems in the U.S. and abroad</li> <li>● Explains why education was important to New England families and describes the establishment of public schools</li> <li>● Takes a position on the provision of public education both in the colonies and in the U.S. today</li> <li>● Researches the development of higher education in the colonies, starting with the founding of Harvard College in Massachusetts and the College of William and Mary in Virginia and considering who their students were and what they studied</li> <li>● Compares and contrasts the literacy rate for men and women in various colonies and reflects on the reasons for the differences</li> <li>● Locates Plymouth and the New England colonies of Massachusetts, Connecticut, Rhode Island, and New Hampshire</li> </ul>	<p>This standard could be taught as a theme or separated by colonial region (Southern, New England, and Middle).</p>

	<p>on a map and places the establishment of the New England colonies on a timeline of the establishment of all 13 colonies</p> <ul style="list-style-type: none"> <li>● Characterizes the economies of the Middle colonies, including the growing of staple crops</li> <li>● Describes the roles of indentured servants and African slaves in the labor force of the Middle colonies (H B1e)</li> <li>● Explains the role of trade in the economies of the Middle colonies</li> <li>● Explains the role of women in the economies and in the home lives of colonists in the Middle colonies</li> <li>● Locates the Middle colonies of New York, New Jersey, Pennsylvania, and Delaware on a map and places the establishment of the Middle colonies on a timeline of the establishment of all 13 colonies</li> </ul>	
<p>The student understands African life under slavery.</p>	<ul style="list-style-type: none"> <li>● Explains what slave codes were and gives examples from various colonies</li> <li>● Describes life for the growing African slave population under the Dutch and then the British rule in New York, including the results of the New York Slave Revolt of 1712</li> <li>● Empathizes with captured Africans who were forced to suffer the terrible conditions on slave ships bound for the colonies</li> <li>● Characterizes the lives of slaves in the colonies, including forms of resistance and support, and takes a personal position on the institution of slavery both in the colonies and in the world today</li> <li>● Researches the slave trade in colonial times, using at least three primary source written documents (including both oral histories by slaves and auction handbills) and two illustrations and prepares a written analysis of his or her research</li> </ul>	
<p>The student understands social, political, religious and economic trends in the 13 Colonies and the Frontier Before the American Revolution</p>	<ul style="list-style-type: none"> <li>● Traces the population growth in the colonies up to the American Revolution, including analyzing the ethnic and religious breakdowns of the population and the trends in immigration</li> <li>● Identifies the major cities in the 13 colonies and explains how and why those cities became important</li> <li>● Compares and contrasts a historical map of the 13 colonies with a present-day political map of the East Coast</li> <li>● Compares and contrasts the colonial governments in the 13 colonies, including the role of the English king, colonial governors, colonial legislatures (including Virginia's bicameral legislature), and New England town meetings</li> <li>● Explains the role of colonial courts and the importance of the John</li> </ul>	

Peter Zenger case in establishing a free press in the colonies

- Takes a personal position on a free press both in the colonies and in the U.S. today
- Explains the importance of trade in the establishment of the 13 colonies and compares and contrasts mercantilism then with attitudes about trade in the U.S. today
- Explains the causes and results of the Navigation Acts passed by Parliament
- Traces the triangular trade routes and explains the role of the Middle Passage
- Describes the causes and results of the Great Awakening, including the role of revivals in promoting discussions about political equality
- Identifies Jonathan Edwards and reflects on his ideas in his most famous sermon, "Sinners in the Hands of an Angry God"
- Explains the causes and results of King Philip's War between the colonists, with some Native American allies, and the Wampanoag, led by Metacomet
- Describes the conflicts between the French and English colonists in the Ohio River Valley, including the role of George Washington and Fort Necessity, that led up to the French and Indian War
- Explains the roles of Benjamin Franklin, the representatives of seven colonies, and the Iroquois in drafting the Albany Plan of Union (1754) and evaluates the importance the document, including specific provisions that served as models for future documents (e.g., Grand Council representatives chosen proportionately from each colony)
- Critiques the content and effectiveness of Franklin's "Join, or Die" (the first political cartoon published in America), published in his newspaper, The Pennsylvania Gazette
- Traces the alliances in and the battles of the French and Indian War, including the Battle of Quebec and the eventual surrender of all of Canada to the British
- Describes the terms of the Treaty of Paris (1763), including the land that France and Spain gave to the British
- Explains the perspective of Chief Pontiac regarding British settlers on the frontier, the subsequent reaction of King George III in the Proclamation of 1763, and the colonists' reactions to the Proclamation of 1763
- Explains the meaning of salutary neglect and its results in the colonies

Quarter 4 Priority Standards and Skills

Standards	Skills	Notes
<p>The student understands the causes of the American Revolution.</p>	<ul style="list-style-type: none"> <li>● Explains the causes and results of new British taxes, starting with the Sugar Act; increased British attention to catching smugglers; and changes in colonial courts</li> <li>● Explains the colonists' angry reactions to taxation without representation by the British Parliament, including the roles of James Otis, Samuel Adams, and Mercy Otis Warren (H B4)</li> <li>● Explains the Committees of Correspondence, the use of the boycott, and the Sons of Liberty as ways to protest British actions (GC B9)</li> <li>● Describes the imposition and repeal of the Stamp Act of 1765, including the role of Patrick Henry in the Virginia House of Burgesses and the Stamp Act Congress with representatives from nine colonies</li> <li>● Empathizes with colonists' reactions to the Declaratory Act passed by Parliament</li> <li>● Describes the provisions of the Townshend Acts and the seizure of the Liberty, the reactions of the colonists, and the subsequent arrival of and conflict with British troops</li> <li>● Recounts what happened at the Boston Massacre (1770), including the deaths of Crispus Attucks and other colonists; why it was so named by the colonists; and what the results were of the trial of the British soldiers (H B1d)</li> <li>● Explains what led up to the Boston Tea Party (1773), including the Tea Act and the role of the British East India Company, and what happened as a result</li> <li>● Describes the provisions of the Intolerable Acts (1774), including the Quartering Act, and the resulting effect on the attitudes of colonists</li> <li>● Identifies the participants, debates, and results of the First Continental Congress in Philadelphia (1774), including the writing of the Declaration of Rights</li> <li>● Explains Patrick Henry's famous quotation (" . . . but as for me, give me liberty or give me death!") and reflects on his role as a leader of the Patriots</li> <li>● Describes the events leading up to Paul Revere's famous ride and the paths taken by Revere and William Dawes</li> <li>● Appreciates the language and style of Henry Wadsworth Longfellow's "Paul Revere's Ride" and its slightly altered facts</li> <li>● Tells the story of the "shot heard round the world" at the Battle of</li> </ul>	

	<p>Lexington, the first battle in the Revolutionary War, on April 19, 1775</p> <ul style="list-style-type: none"> <li>● Appreciates the language and style of Ralph Waldo Emerson’s “Concord Hymn,” written years later in 1837 for the dedication of a battle monument at the site of the North Bridge</li> <li>● Tells the story of the Battle of Concord between the minutemen and the Redcoats</li> <li>● Appreciates the reasons for the annual celebration of Patriots’ Day as a state holiday in Massachusetts and Maine (which used to be part of Massachusetts) on the third Monday of April</li> <li>● Identifies the participants, debates over war and peace, and results of the Second Continental Congress in Philadelphia (1775), including the establishment of the Continental army, led by George Washington</li> <li>● Describes the early battles of Fort Ticonderoga, Bunker Hill (don’t fire “until you see the whites of their eyes”), and Dorchester Heights; the roles of Benedict Arnold, Henry Knox, George Washington, and William Howe; and the results</li> <li>● Identifies Common Sense and its author, Thomas Paine</li> <li>● Analyzes excerpts from Common Sense, both for the content and for Paine’s writing style</li> <li>● Evaluates the political effectiveness of Common Sense</li> <li>● Identifies Loyalists, or Tories, and explains the breakdown of Loyalists, Patriots, and neutral colonists in the new United States of America</li> <li>● Describes the conflicts between the Loyalists and Patriots, even within families, and the results</li> <li>● Describes the role of Native Americans on both sides in the Revolutionary War</li> </ul>	
<p>The student understands the principles articulated in the Declaration of Independence.</p>	<ul style="list-style-type: none"> <li>● Reads and discusses the ideas set forth in the Declaration of Independence as well as the style of its presentation, as authored primarily by Thomas Jefferson</li> <li>● Writes a short reflection on a claim against King George III of his or her choice, as spelled out in the Declaration of Independence</li> <li>● Identifies the actions taken on and the importance of July 4, 1776</li> <li>● Identifies some of the most famous signers of the Declaration of Independence: John Hancock, Thomas Jefferson, Benjamin Franklin, Samuel Adams, and John Adams</li> <li>● Researches the life of one of the not-so-well-known signers of the Declaration of Independence</li> <li>● Appreciates the seriousness of the possible consequences faced by</li> </ul>	

	<p>those who decided to sign the Declaration of Independence</p> <ul style="list-style-type: none"> <li>● Discusses the reasons for and effects of the exclusion of women, enslaved Africans, and Native Americans from the provisions of the Declaration of Independence and takes a personal position on those exclusions</li> </ul>	
<p>The student understands the factors affecting the course of the war and contributing to the American victory.</p>	<ul style="list-style-type: none"> <li>● Describes the recruitment and characteristics of Continental soldiers, including the recruitment of African slaves and free men</li> <li>● Describes the role of women in supporting the Patriots' war efforts (e.g., as tailors, messengers, nurses, spies), including the stories of Molly Pitcher and Deborah Sampson</li> <li>● Describes the war in Canada at Montreal and Quebec and the roles of Generals Benedict Arnold and Richard Montgomery</li> <li>● Describes the battles around New York City and on Long Island, including the roles of British General William Howe and the Patriots' George Washington, Haym Salomon (spy and banker), and Nathan Hale ("I regret that I have but one life to lose for my country.")</li> <li>● Describes Washington's retreat through New Jersey and across the Delaware River into Pennsylvania, including a response to the well-known painting by Emanuel Leutze (Washington Crossing the Delaware)</li> <li>● Identifies Hessians as mercenaries, who fought on the side of the British</li> <li>● Reflects on Thomas Paine's efforts and his words in The American Crisis pamphlet series: "These are the times that try men's souls."</li> <li>● Explains the battle strategy and the importance of the Patriots' victories at Trenton (December 25, 1776) and Princeton (January 2, 1777), with Washington against the Hessians and then British General Charles Cornwallis</li> <li>● Describes what happened at Fort Ticonderoga and Saratoga, with the defeat of British General John Burgoyne by General Horatio Gates, and why the Battle of Saratoga was the turning point in the Revolutionary War</li> <li>● Explains why the French, Spanish, and Dutch came to the aid of the Patriots</li> <li>● Describes the roles of the Marquis de Lafayette from France and Baron Friedrich von Steuben from Prussia in supporting the Patriots</li> <li>● Describes the roles of Thaddeus Kosciusko and Casimir Pulaski from Poland in supporting the Patriots</li> <li>● Describes the political alliances between the Patriots and France (with King Louis XVI) and between the Patriots and Spain (with</li> </ul>	



	<p>Bernardo de Gálvez, the governor of Spanish Louisiana) and what they brought to the war effort</p> <ul style="list-style-type: none"> <li>● Reads primary source accounts of the winter of 1777–1778 at Valley Forge and the miserable conditions that Washington’s troops faced there</li> <li>● Explains the strategy of the Patriots’ small fleet of ships for taking on the powerful British navy—that is, seizing supply ships and the British base in the Bahamas</li> <li>● Describes the background of John Paul Jones and his role in the Patriots’ naval war effort, including his capture of the British Serapis (“I have not yet begun to fight.”)</li> <li>● Describes the role of George Rogers Clark in the Patriots’ war effort in the West, including the British surrender of Fort Sackville</li> <li>● Explains why the British thought they could be successful in the Southern colonies and describes the Patriots’ loss of Savannah and Charleston to British General Henry Clinton</li> <li>● Explains the importance of the Patriots’ win at the Battle of Kings Mountain, South Carolina</li> <li>● Describes the strategy (guerilla warfare) and successes of Patriot Francis “Swamp Fox” Marion</li> <li>● Tells the story of the treachery of Benedict Arnold and his British contact, Major John André</li> <li>● Describes the Battle of Yorktown and the British surrender of 8,000 troops on October 19, 1781, including the roles of the opposing military leaders Nathanael Greene and Charles Cornwallis, African slave and spy James Armistead, the Marquis de Lafayette, the Comte de Rochambeau, and George Washington</li> <li>● Describes the long negotiations, the provisions, and the results of the Treaty of Paris of 1783</li> <li>● Empathizes with the sacrifices made by the Patriots and their families in fighting the Revolutionary War</li> </ul>	
<p>The student understands revolutionary government-making at national and state levels.</p>	<ul style="list-style-type: none"> <li>● Identifies European foundations for the first U.S. government, including the Magna Carta, the English Bill of Rights, the Enlightenment, John Locke’s philosophy, and the ideas of Baron de Montesquieu</li> <li>● Analyzes colonial foundations for the first U.S. government, including New England town meetings, the Virginia House of Burgesses, and the Mayflower Compact</li> <li>● Analyzes colonial and state constitutions, the Virginia Statute for Religious Freedom, and the voting rights of various groups in various</li> </ul>	

	<p>states (suffrage) as foundations for the first U.S. government</p> <ul style="list-style-type: none"> <li>● Identifies the origin of the Articles of Confederation as coming from the Committee of Thirteen from the Second Continental Congress</li> <li>● Explains the provisions of the Articles of Confederation, including one branch of government, state representation, and state powers</li> <li>● Describes the process of ratification of the Articles of Confederation, completed in 1781</li> <li>● Predicts the weaknesses in the Articles of Confederation</li> <li>● Identifies on a map the states that were originally part of the Northwest Territory</li> <li>● Describes the purpose and provisions of the Land Ordinance of 1785</li> <li>● Describes the purpose and provisions of the Northwest Ordinance of 1787, including the provision of public education and the banning of slavery</li> <li>● Identifies early difficulties in dealing with the British, including their refusing to leave British forts in U.S. territory near the Great Lakes, their closing ports in the British West Indies to American ships, and their imposition of high tariffs on American exports</li> <li>● Identifies early difficulties in dealing with Spain when it closed the Mississippi River to American shipping</li> <li>● Describes the conditions, brought on by weaknesses in the Articles of Confederation, that led to the Constitutional Convention in Philadelphia at Independence Hall in 1787</li> </ul>	
<p>The student understands the economic issues arising out of the Revolution.</p>	<ul style="list-style-type: none"> <li>● Identifies early economic problems in the states, including confusing interstate commerce practices, inflation, no common currency across the states, and an economic depression</li> <li>● Describes the causes and results of Shays's Rebellion by Massachusetts farmers</li> <li>● Takes a personal position on whether and when rebellions are justifiable as a way to change political, economic, and social conditions</li> </ul>	
<p>The student understands the issues involved in the creation and ratification of the United States Constitution and the new government it established.</p>		

Supporting Standards:

Standards that are not highly assessed but should be presented if not mastered over the course of a year (or the course)