

Month	Pacing	Content	Vocab	Skills	Assessment	Resources
August 2010	A quick run through the Indian Civilizations – Chapter 2	2.2 – General lifestyles/ dwellings of Native Americans of different regions.	Adapt barter	Locate, gather, analyze, and apply information from primary and secondary sources Time-lines Identify, evaluate, and draw conclusions from maps, graphs, and charts		
September 2010	Chapter 3 – Age of Exploration Chapter 4 – Building the First Colonies (5 weeks)	2.1 – Reasons, problems, results of expeditions Reasons for exploring: *Competition among nations *Trade route to India/NW Passage *Land Claims *Gold/ Resources *Religion/ Missions *Glory/	Expedition Treaty Conquistador Missionary Colony Mission Stock Cash crop Indentured Servant Slave	Locate, gather, analyze, and apply information from primary and secondary sources Time-lines Identify, evaluate, and draw conclu-		

		<p>Adventure/ Fame</p> <p>Problems: *Never found a trade route *Competing for resources *Didn't always find resources such as gold *Journey – slow and dangerous</p> <p>Results: *Establish trade routes *Cortes conquering Aztecs *Discovered new world *Ponce de Leon- didn't find the fountain of youth *Hudson *Columbus *Magellan *England settled the land that became the colonies</p> <p>2.2 – Impact on Native Americans *disease *trade/ farming/ hunting *enslavement</p>		<p>sions from maps, graphs, and charts</p>	
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		<p>*conversion to Catholicism</p> <p>*Depleting natural resources</p> <p>*warfare</p>				
October 2010	After Fall Break – Chapter 5 – The New England Colonies	<p>Similarities/ Differences in the New England, mid-Atlantic (middle) and Southern Colonies: Social, Agricultural, and Economic</p> <p>Compare and contrast life in the colonies from various perspectives: large landowners, farmers, artisans, slaves, women, and indentured servants. Understand the significance and role of key individuals and groups: John Smith, John Rolfe, Peter Stuyvesant, Roger Williams, Anne</p>	Charter Town meeting Triangular Trade Middle Passage	<p>Locate, gather, analyze, and apply information from primary and secondary sources</p> <p>Time-lines</p> <p>Identify, evaluate, and draw conclusions from maps, graphs, and charts</p>		

		Hutchinson, Lord Baltimore, William Penn, James Oglethorpe, Puritans, Pilgrims, and Quakers.				
November 2010	Chapter 5 – The New England Colonies Chapter 6 - The Mid- Atlantic/ Middle Colonies Chapter 7 – The Southern Colonies	Similarities/ Differences in the New England, mid- Atlantic (middle) and Southern Colonies: Social, Agricultural, and Economic Compare and contrast life in the colonies from various perspectives: large landowners, farmers, artisans, slaves, women, and indentured servants. Understand the significance and role of key individuals and groups: John Smith, John Rolfe, Peter Stuyvesant,	Immigr- ant Appren- tice Constitu- -tion Debtors	Locate, gather, analyze, and apply informat ion from primary and second- ary sources Time- lines Identify, evaluate, and draw conclu- sions from maps, graphs, and charts		

		Roger Williams, Anne Hutchinson, Lord Baltimore, William Penn, James Oglethorpe, Puritans, Pilgrims, and Quakers.				
December 2010	Chapter 6 - The Mid-Atlantic/ Middle Colonies Chapter 7 – The Southern Colonies	Similarities/ Differences in the New England, mid-Atlantic (middle) and Southern Colonies: Social, Agricultural, and Economic Compare and contrast life in the colonies from various perspectives: large landowners, farmers, artisans, slaves, women, and indentured servants Understand the significance and role of key individuals		Locate, gather, analyze, and apply information from primary and secondary sources Time-lines Identify, evaluate, and draw conclusions from maps, graphs, and charts		

		and groups: John Smith, John Rolfe, Peter Stuyvesant, Roger Williams, Anne Hutchinson, Lord Baltimore, William Penn, James Oglethorpe, Puritans, Pilgrims, and Quakers.				
January 2011	Chapter 8 - The Colonies Unite	Identify historical concepts, sequence events, identify cause and effect, read and interpret graphs, maps, and charts: French and Indian War – 296 Proclamation of 1763 – 298 Stamp Act – 303 Committees of Correspond- ence – 305 Townshend Acts – 306 Boston Massacre – 307 Boston Tea Party – 311	Alliance Repres- entation Boycott Protest Block- ade Minute- men Revolu- tion	Locate, gather, analyze, and apply informat ion from primary and second- ary sources Time- lines Identify, evaluate, and draw conclu- sions from maps, graphs, and charts		

		<p>Intolerable/Coercive Acts - 312</p> <p>First Continental Congress – 313</p> <p>Lexington and Concord – 314</p> <p>Second Continental Congress – 319</p> <p>Bunker Hill – 320</p> <p>Olive Branch Petition - 322</p> <p>Identify and interpret the basic ideals expressed in the Declaration of Independence (“all men are created equal” and “life, liberty, and the pursuit of happiness”) 324-329</p>				
February 2011	Chapter 9 – The Revolutionary War	<p>Identify historical concepts, sequence events, identify cause and effect, read and interpret graphs, maps, and charts:</p> <p>Saratoga – 349</p> <p>Valley Forge</p>	<p>Patriot</p> <p>Loyalist</p> <p>Neutral</p> <p>Mercenary</p> <p>Negotiate</p>	<p>Locate, gather, analyze, and apply information from primary and secondary sources</p> <p>Time-lines</p>		

		- 350 Yorktown - 360		Identify, evaluate, and draw conclu- sions from maps, graphs, and charts		
March 2011	Chapter 10 – The Constitution	Identify and interpret the basic ideas expressed in and the reasons for writing the U.S. Constitution (weaknesses of the Articles of Confederation (330-331) and Shays’ Rebellion (389) and the goals listed in the Preamble(399) Outline the major provisions of the Constitution, including the federal system (390) and the three branches of govt. (400- 403) The Bill of Rights (404- 407))	Repub- lic Bill Federal System Compro- mise Amend- ment Federal- ist Anti- Federal- ist Ratify	Locate, gather, analyze, and apply informat ion from primary and second- ary sources Time- lines Identify, evaluate, and draw conclu- sions from maps, graphs, and charts		

April 2011	Chapter 10 – The Constitution	Identify and interpret the basic ideas expressed in and the reasons for writing the U.S. Constitution (weaknesses of the Articles of Confederation (330-331) and Shays’ Rebellion (389) and the goals listed in the Preamble(399) Outline the major provisions of the Constitution, including the federal system (390) and the three branches of govt. (400-403) The Bill of Rights (404-407))		Locate, gather, analyze, and apply information from primary and secondary sources Time-lines Identify, evaluate, and draw conclusions from maps, graphs, and charts		
May 2011	Chapter 11 – The Young Republic	Exploring the growth and progress of the new nation (Louisiana Purchase – 429) (Lewis and Clark – 430-433)		Locate, gather, analyze, and apply information from primary and secondary		

		(War of 1812 – 438-439) (Indian Removal – 440-441) Westward Expansion		sources Time-lines Identify, evaluate, and draw conclusions from maps, graphs, and charts		
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