

Crest Memorial School Curriculum and Pacing Guide	
Grade: 7	Subject Area: Social Studies
Adoption Date:	Revision Date: February 16, 2024

Mission and Vision Statements

Mission: At the Wildwood Crest School District, our mission is to cultivate a dynamic learning environment that inspires excellence, empowers individual growth, and fosters a deep commitment to high standards. We are dedicated to providing a student-specific learning experience that recognizes and nurtures the unique potential within each learner.

Vision: An education in social studies fosters a population that:

- Is civic-minded, globally aware, and socially responsible;
- Exemplifies fundamental values of democracy and human rights through active participation in local, state, national, and global communities;
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis;
- Considers multiple perspectives, values diversity, and promotes cultural understanding;
- Recognizes the relationships between people, places, and resources as well as the implications of an interconnected global economy;
- Applies an understanding of critical media literacy skills when utilizing technology to learn, communicate, and collaborate with diverse people around the world; and
- Discerns fact from falsehood and critically analyzes information for validity and relevance.

Integration of Technology

- 9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).
- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

21st Century Skills

• 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

Career Education

• 9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.

Interdisciplinary Connection

RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Accommodations and Modifications

Special Education	<ul style="list-style-type: none"> ● Follow 504/IEP accommodations ● Read aloud what is on the board ● Keep questions in order of reading material ● Provide a word bank ● Provide checklist of things to accomplish ● Use a timer for designated work times
English Language Learners	<ul style="list-style-type: none"> ● Use of Google translate dictionaries to locate words in native language ● Reduce amount of work required ● Provide hands-on activities and explanations ● Provide picture labels with both English and other language
Students At-Risk of Failure	<ul style="list-style-type: none"> ● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups
Gifted and Talented	<ul style="list-style-type: none"> ● Student Choice ● Assignment, Project, and Assessment Modification Based on Individual Student Needs

Students with 504 Plans	<ul style="list-style-type: none"> ● Follow 504/IEP accommodations ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept ● Use mnemonic devices
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Assessments	
Formative	<ul style="list-style-type: none"> ● Lesson quick checks (Exit tickets) ● Teacher Observation
Summative	<ul style="list-style-type: none"> ● Oral place presentation ● End of unit textbook comprehension test
Benchmark	<ul style="list-style-type: none"> ● Baseline place labeling geography assessment
Alternative	<ul style="list-style-type: none"> ● Performance Tasks ● Projects

Pacing Guide	
Unit Title: Colonial Period	Number of days: 19

Unit Learning Goals
<ul style="list-style-type: none"> ● Analyze how self-government evolved in the American colonies (e.g., Mayflower Compact, House of Burgesses). ● Explain how political institutions and colonial charters reflected European influences. ● Explain how geographic factors such as climate, natural resources, and location influenced settlement patterns and economic activities. ● Compare and contrast life in the New England, Middle, and Southern colonies based on geographic and environmental factors.

- Identify and explain the role of trade, agriculture, and labor systems, including indentured servitude and slavery.
- Evaluate how economic exchanges and trade routes connected the colonies to global trade networks.
- Assess how interactions among Native Americans, Europeans, and Africans shaped colonial societies.
- Evaluate how religious freedom and cultural diversity influenced the development of colonial societies.
- Describe the experiences of different social groups, including enslaved people, women, and indigenous populations.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● Textbook ● Online benchmark assessment resource 	<ul style="list-style-type: none"> ● Topic-focused webquests ● Two Distance learning tours ● Brain Pop ● Quizlet ● Readworks ● Quizizz ● Gimkit ● Mission U.S. simulation

Daily Targets	NJSL Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> ● Day 1-3: Understanding the motivation of exploring the New World. 	<ul style="list-style-type: none"> ●6.2.8.CivicsDP.4.a ●6.2.8.GeoHE.4.a ●6.2.8.HistoryUP.3.b 	<ul style="list-style-type: none"> ● Lecture on cultural traditions ● Collaborative learning compare-and-contrast of the motivation for coming to the New World ● Brain pop on the Three G's
<ul style="list-style-type: none"> ● Day 4-8: Identify and locate the 13 colonies. 	<ul style="list-style-type: none"> ●6.3.8.CivicsPI.4 ●6.2.8.HistoryCC.4.b 	<ul style="list-style-type: none"> ● Complete a mapping exercise on the 13 colonies ● Watch a video on the 13 colonies ● Quiz on the location of the 13 colonies
<ul style="list-style-type: none"> ● Day 9-12: Differentiate the colonial regions based on location, economy, and culture 	<ul style="list-style-type: none"> ●6.1.8.HistoryCC.3.c: ●6.3.8.CivicsPR.1 	<ul style="list-style-type: none"> ● Collaborative learning compare-and-contrast the different regions of Colonial America ● Complete informational text questions New England, Middle, and the Southern Colonies ● Watch BrainPop on the Colonial Regions
<ul style="list-style-type: none"> ● Day 13-16: Compare and Contrast each colonial regions 	<ul style="list-style-type: none"> ●6.1.8.HistoryUP.3.b 	<ul style="list-style-type: none"> ● Create a travel brochure describing the location, climate, geography, economic

		activities, and religion of each Colonial Region
● Day 17-18: Evaluate knowledge of the Colonial Regions using a summative assessment	●6.1.8.HistorySE.3.b	● On Demand Writing
● Day 19: Evaluate knowledge of the Colonial Regions using a summative assessment	●6.1.8.HistorySE.3.b ●6.1.8.HistoryUP.3.b	● Summative assessment on the Colonial Regions

Inclusive concepts

●When learning about Colonial America, character education efforts encouraging inclusivity and cultural competency are highlighted through expanding historical narratives, critical thinking and reflection, making modern connections, and social and emotional learning integration.

Pacing Guide

Unit Title: Road to Revolution	Number of days: 22

Unit Learning Goals

- Evaluate colonial grievances against British policies and explain how these complaints influenced the Declaration of Independence.
- Students will be able to analyze key colonial grievances, such as "no taxation without representation," and connect them to the Declaration of Independence.
- Assess how geographic and economic factors contributed to tensions between the colonies and Great Britain.
- Students will examine how British trade regulations and colonial resource limitations created conflict and motivated rebellion.
- Explain how economic policies, such as the Navigation Acts, impacted colonial economies and heightened tensions with Britain.
- Students will evaluate how British economic policies caused colonial economic hardship, leading to revolutionary sentiments.
- Explain how the ideals of freedom and self-government developed and were expressed before and during the American Revolution.
- Students will explore the philosophical roots of self-governance and the growing colonial desire for independence from British rule.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● Textbook ● Online benchmark assessment resource 	<ul style="list-style-type: none"> ● Topic-focused webquests ● Two Distance learning tours ● Brain Pop ● Quizlet ● Readworks ● Quizizz ● Gimkit

Daily Targets	NJSL Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> ● Day 1-3: Analyze the causes of the French and Indian War 	<ul style="list-style-type: none"> ●6.1.8.HistoryCC.3.a 	<ul style="list-style-type: none"> ● Lecture on cultural traditions ● Collaborative learning compare-and-contrast of the causes of the French and Indian War ● Brain pop on the French and Indian War
<ul style="list-style-type: none"> ● Day 4-6: Examine the French and Indian War 	<ul style="list-style-type: none"> ●6.1.8.HistoryCC.3.a 	<ul style="list-style-type: none"> ●Complete a mapping exercise of North America before and after the French and Indian War ●Complete reading on the battles of the French and Indian War ●Quiz on the French and Indian War
<ul style="list-style-type: none"> ● Day 7-9: Identify and examine mounting tensions between the Colonists and Great Britain. 	<ul style="list-style-type: none"> ●6.1.8.EconET.3.a 	<ul style="list-style-type: none"> ● Collaborative learning compare-and-contrast the results of the French and Indian War ● Gamification ● Complete informational text questions on the King's response to the French and Indian War ● Jigsaw reading of the mounting tensions after the French and Indian War
<ul style="list-style-type: none"> ● Day 10-12: Describe and analyze the restrictive measures placed on the colonists 	<ul style="list-style-type: none"> ●6.1.8.EconET.3.a 	<ul style="list-style-type: none"> ● <i>Reader's Theater</i>- Taxation without Representation
<ul style="list-style-type: none"> ● Day 13-15: Compare and contrast the perspectives of Patriots and Loyalists 	<ul style="list-style-type: none"> ●6.1.8.EconET.3.a 	<ul style="list-style-type: none"> ● Jigsaw reading on the Patriots ● Venn Diagram on the Patriots, Neutrals and

	●6.1.8.HistoryCC.3.a	Loyalists
● Day 16-19: Complete simulation on the American Revolution.	●6.1.8.HistoryCC.3.a	● Mission U.S. - complete the simulation of the Patriots mission during the American Revolution
● Day 20-21: Evaluate knowledge of the Road to Revolution using a summative assessment	●6.1.8.HistoryCC.3.a ●6.1.8.EconET.3.a	● On Demand Writing
● Day 22: Evaluate knowledge of the Road to Revolution using a summative assessment	●6.1.8.HistoryCC.3.a ●6.1.8.EconET.3.a	● Summative assessment on the Colonial Regions

Inclusive concepts

●When learning about the Road to Revolution, character education efforts encouraging inclusivity and cultural competency are highlighted through expanding historical narratives, comparative analysis, role-playing simulations, and respectful dialogue amongst peers.

Pacing Guide

Unit Title: Revolutionary War	Number of days: 23

Unit Learning Goals

- Analyze how political, social, and economic factors contributed to the colonists' decision to declare independence from Great Britain.
- Explain how British policies such as taxation, trade restrictions, and colonial protests led to revolutionary sentiments.
- Identify major battles, including Lexington and Concord, Saratoga, and Yorktown, and explain their significance to the outcome of the war.
- Evaluate how geography influenced military strategies and the eventual American victory.

- Explain the contributions of key leaders such as George Washington, Thomas Jefferson, Benjamin Franklin, and King George III.
- Assess the roles of women, enslaved individuals, Native Americans, and foreign allies in supporting or resisting the revolution.
- Analyze the key principles in the Declaration of Independence and its impact on the development of the U.S. government.
- Evaluate the Enlightenment ideas reflected in the document and how they justified independence.
- Examine the economic, political, and social consequences of the war, including the Treaty of Paris (1783).
- Explain how the war's outcome influenced the creation of the U.S. Constitution and the expansion of democratic ideals.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● Textbook ● Online benchmark assessment resource 	<ul style="list-style-type: none"> ● Topic-focused webquests ● Two Distance learning tours ● Brain Pop ● Quizlet ● Readworks ● Quizizz ● Gimkit

Daily Targets	NJSL Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> ● Day 1-3: Analyze the causes of the Revolutionary War 	<ul style="list-style-type: none"> ● 6.1.8.EconET.3.a ● 6.1.8.HistoryCC.3.a 	<ul style="list-style-type: none"> ● Lecture on new taxes imposed on the colonists ● Collaborative learning compare-and-contrast of the causes of the Revolutionary War ● Brain pop on the Revolutionary War
<ul style="list-style-type: none"> ● Day 4-8: Examine the battles of the Revolutionary War 	<ul style="list-style-type: none"> ● 6.1.8.GeoSV.3.a ● 6.1.8.HistorySE.3.a ● 6.1.8.HistorySE.3.b 	<ul style="list-style-type: none"> ● Complete a mapping activity on the battles of the Revolutionary War ● Complete reading on the battles of the Revolutionary War ● Quiz on the Revolutionary War
<ul style="list-style-type: none"> ● Day 9-11: Identify and examine the results of the Revolutionary War 	<ul style="list-style-type: none"> ● 6.1.8.GeoSV.3.a ● 6.1.8.HistoryUP.3.b ● 6.1.8.HistoryUP.3.c 	<ul style="list-style-type: none"> ● Collaborative learning compare-and-contrast the results of the Revolutionary War ● Gamification ● Complete informational text questions on the results of the Revolutionary War

● Day 10-12: Describe and analyze the Declaration of Independence	●6.1.8.CivicsDP.3.a	● <i>Reader's Theater</i> - The writing of the Declaration of Independence
● Day 13-15: Analyze the Declaration of Independence	●6.1.8.CivicsDP.3.a	● Jigsaw reading on the Declaration of Independence ● Writing activity: <i>The Declaration in modern terms</i>
● Day 16-17: Evaluate knowledge of the Revolutionary War using a summative assessment	●6.1.8.GeoSV.3.a ●6.1.8.EconET.3.a ●6.1.8.HistoryCC.3.a	● On Demand Writing
● Day 18: Evaluate knowledge of the Revolutionary War using a summative assessment	●6.1.8.GeoSV.3.a ●6.1.8.EconET.3.a ●6.1.8.HistoryCC.3.a	● Summative assessment on the Revolutionary War
●Day 19-23: Evaluate knowledge of the Revolutionary War using a summative assessment	●6.1.8.GeoSV.3.a ●6.1.8.EconET.3.a ●6.1.8.HistoryCC.3.a	● Collaborative project on the Revolutionary War

Inclusive concepts

●When learning about the Revolutionary War, character education efforts encouraging inclusivity and cultural competency are highlighted through highlighting diverse figures, exploring multiple viewpoints, role-playing simulations, and primary source analysis.

Pacing Guide

Unit Title: The Constitution	Number of days: 28

Unit Learning Goals

- Understand the historical context that led to the creation of the U.S. Constitution, including weaknesses of the Articles of Confederation.
- Explain the principles of limited government, popular sovereignty, checks and balances, separation of powers, and federalism.
- Describe the structure of the U.S. Constitution, including the Preamble, Articles, and Amendments.
- Analyze the responsibilities and powers of the three branches of government (Legislative, Executive, and Judicial).
- Identify and explain the rights and freedoms guaranteed by the first ten amendments.
- Evaluate how the Bill of Rights impacts daily life and protects individual freedoms.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● Textbook ● Online benchmark assessment resource 	<ul style="list-style-type: none"> ● Topic-focused webquests ● Two Distance learning tours ● Brain Pop ● Quizlet ● Readworks ● Quizizz ● Gimkit

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> ● Day 1-2: Discover why the Constitution was written 	<ul style="list-style-type: none"> ● 6.1.8.CivicsPI.3.a ● 6.1.8.CivicsPI.3.b: 	<ul style="list-style-type: none"> ● Lecture on the need for a written plan of government ● Collaborative learning compare-and-contrast of the Founding Fathers ● Brain pop on the Articles of Confederation
<ul style="list-style-type: none"> ● Day 3-5: Examine and analyze the Articles of Confederation 	<ul style="list-style-type: none"> ● 6.1.8.CivicsPI.3.a ● 6.1.8.CivicsPI.3.b 	<ul style="list-style-type: none"> ● Lecture on state and government powers ● Complete reading on the Articles of Confederation ● Quiz on the Articles of Confederation
<ul style="list-style-type: none"> ● Day 6-7: Identify and examine the weaknesses of the Articles of Confederation 	<ul style="list-style-type: none"> ● 6.1.8.CivicsPI.3.c ● 6.1.8.HistoryCC.3.d 	<ul style="list-style-type: none"> ● Collaborative learning compare-and-contrast the pros and cons of the Articles ● Gamification ● Complete informational text questions on the

		Articles of Confederation
● Day 8: Examine how and why the Constitution was written	<ul style="list-style-type: none"> ●6.1.8.CivicsPI.3.d ●6.1.8.HistoryCC.3.d ●6.1.8.CivicsPI.3.b: 	● <i>Reader's Theater</i> - The writing of the Constitution
● Day 9-12: Analyze the Constitution	<ul style="list-style-type: none"> ● 6.1.8.CivicsPI.3.a ● 6.1.8.CivicsPI.3.b ●6.1.8.HistoryUP.3.a 	<ul style="list-style-type: none"> ● Jigsaw reading on the Constitution ● Writing activity: <i>The Constitution in modern terms</i>
●Day 13-14: Identify and Examine the Bill of Rights	<ul style="list-style-type: none"> ●6.1.8.CivicsPD.3.a ●6.1.8.CivicsPI.3.d 	●Bill of Rights identification activity
●Day 15-17: Apply the Bill of Rights to specific scenarios	●6.1.8.CivicsPD.3.a	●iCivics game "Do I have a right?"
●Day 18-19: Analyze Supreme Court cases that have impacted our rights	●6.1.8.CivicsPD.3.a	<ul style="list-style-type: none"> ●Read the Bill of Rights Institute Supreme Court cases ●Complete graphic organizer on each case
●Day 19-22: Analyze Supreme Courts cases that have impacted our rights	●6.1.8.CivicsPD.3.a	<ul style="list-style-type: none"> ●Google Slides presentation on a specific case ●Presentations to class
●Day 23-25: Apply how our rights are impacted by court decisions today	●6.1.8.CivicsHR.3.a	<ul style="list-style-type: none"> ●Research modern cases that have impacted our rights ●Present findings to class
● Day 26-27: Evaluate knowledge of the Constitution using a summative assessment	<ul style="list-style-type: none"> ● 6.1.8.CivicsPI.3.a ● 6.1.8.CivicsPI.3.b ●6.1.8.HistoryUP.3.a 	● On Demand Writing
● Day 28: Evaluate knowledge of the Constitution using a summative assessment	<ul style="list-style-type: none"> ● 6.1.8.CivicsPI.3.a ● 6.1.8.CivicsPI.3.b ●6.1.8.HistoryUP.3.a 	● Summative assessment on the Constitution

Inclusive concepts

●When learning about the Constitution, character education efforts encouraging inclusivity and cultural competency are highlighted through highlighting diverse figures, exploring multiple viewpoints, role-playing simulations, and primary source analysis.

Pacing Guide

Unit Title: Westward Expansion - Lewis and Clark	Number of days: 21

Unit Learning Goals

<ul style="list-style-type: none"> ● Students will evaluate how political policies like the Indian Removal Act and the concept of Manifest Destiny contributed to U.S. territorial expansion and its consequences for indigenous peoples. ● Students will assess how geographic features like rivers, mountains, and plains influenced the westward movement and settlement patterns. ● Students will analyze how economic opportunities like the California Gold Rush attracted settlers and promoted U.S. economic growth ● Students will explain the impact of U.S. expansion on Native American cultures, including forced relocations like the Trail of Tears and resulting conflicts.

Core Instructional Materials

Supplemental Materials

<ul style="list-style-type: none"> ● Textbook ● Online benchmark assessment resource 	<ul style="list-style-type: none"> ● Topic-focused webquests ● Two Distance learning tours ● Brain Pop ● Quizlet ● Readworks ● Quizizz ● Gimkit
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Daily Targets

NJSLs Performance Expectations

Instructional Activities

<ul style="list-style-type: none"> ● Day 1-2: Identify the origins of the Louisiana Purchase 	<ul style="list-style-type: none"> ● 6.1.8.EconET.4.b ● 6.1.8.EconNE.4.a 	<ul style="list-style-type: none"> ● Lecture on the Louisiana Purchase ● Mapping activity ● Brain pop on the Louisiana Purchase
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<ul style="list-style-type: none"> ● Day 3-5: Examine and analyze the Lewis and Clark expedition 	<ul style="list-style-type: none"> ●6.1.8.HistoryCC.4.c 	<ul style="list-style-type: none"> ●Watch Discovery Ed video on Lewis and Clark ●Complete reading on the Lewis and Clark Expedition ●Quiz on the Lewis and Clark expedition
<ul style="list-style-type: none"> ● Day 6-7: Analyze the Texas Revolution 	<ul style="list-style-type: none"> ●6.1.8.HistoryCC.4.c 	<ul style="list-style-type: none"> ● Collaborative learning compare-and-contrast the pros and cons of Texas' fight for independence ● Gamification ● Complete informational text questions on the Texas Revolution
<ul style="list-style-type: none"> ● Day 8-11: Analyze the Lewis and Clark expedition and stops along the journey 	<ul style="list-style-type: none"> ●6.1.8.GeoSV.4.a: 	<ul style="list-style-type: none"> ● Google Slides presentation on Lewis and Clark ● Class presentations
<ul style="list-style-type: none"> ● Day 12-13: Describe the Lewis and Clark journey in detail 	<ul style="list-style-type: none"> ●6.1.8.GeoSV.4.a 	<ul style="list-style-type: none"> ● Jigsaw reading on the Lewis and Clark expedition ●Mapping activity
<ul style="list-style-type: none"> ●Day 14-15: Identify and examine the Oregon Trail 	<ul style="list-style-type: none"> ●6.1.8.EconET.4.b ●6.1.8.GeoSV.4.a 	<ul style="list-style-type: none"> ●Oregon Trail identification activity
<ul style="list-style-type: none"> ●Day 16-18: Apply knowledge of the Oregon Trail 	<ul style="list-style-type: none"> ●6.1.8.EconET.4.b ●6.1.8.GeoSV.4.a 	<ul style="list-style-type: none"> ●Online game "The Oregon Trail"
<ul style="list-style-type: none"> ●Day 19-20: Evaluate knowledge of the Lewis and Clark expedition and the Oregon Trail using a summative assessment 	<ul style="list-style-type: none"> ●6.1.8.GeoSV.4.a ●6.1.8.HistoryCC.4.a 	<ul style="list-style-type: none"> ●On Demand Writing
<ul style="list-style-type: none"> ●Day 21: Evaluate knowledge of the Lewis and Clark expedition and the Oregon Trail using a summative assessment 	<ul style="list-style-type: none"> ●6.1.8.GeoSV.4.a ●6.1.8.HistoryCC.4.a ●6.1.8.EconET.4.b 	<ul style="list-style-type: none"> ● Summative assessment on Westward Expansion

Inclusive concepts

●When learning about Westward Expansion, character education efforts encouraging inclusivity and cultural competency are highlighted through highlighting diverse figures, exploring multiple viewpoints, role-playing simulations, and primary source analysis.

Pacing Guide

Unit Title: Westward Expansion - Texas Revolution and Mexican American War	Number of days: 21

Unit Learning Goals

- Students will be able to explain the political, social, and economic factors that led to the Mexican-American War, including the concept of Manifest Destiny and territorial expansion.
- Students will assess how geographic features like rivers, mountains, and plains influenced the westward movement and settlement patterns.
- Students will be able to evaluate how geography affected U.S. territorial expansion, specifically examining key battles, territorial acquisitions, and the Treaty of Guadalupe Hidalgo.
- Students will be able to describe how the Mexican-American War intensified national debates over slavery and statehood, impacting U.S. foreign relations and domestic politics.
- Students will be able to explain how economic factors such as trade opportunities, land speculation, and resource acquisition drove U.S. expansion into Mexican territory
- Students will be able to compare and contrast the perspectives of different groups affected by the Mexican-American War, including U.S. settlers, Mexican citizens, Native Americans, and political leaders.

Core Instructional Materials

- Textbook
- Online benchmark assessment resource

Supplemental Materials

- Topic-focused webquests
- Two Distance learning tours
- Brain Pop
- Quizlet
- Readworks
- Quizizz
- Gimkit

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> ● Day 1-2: Identify the origins of the Texas Revolution 	<ul style="list-style-type: none"> ●6.1.8.EconET.4.b ●6.1.8.HistoryCC.4.d 	<ul style="list-style-type: none"> ● Lecture on the Texas Revolution ● Mapping activity ● Brain pop on the Texas Revolution
<ul style="list-style-type: none"> ● Day 3-5: Examine and analyze the impacts of the Texas Revolution 	<ul style="list-style-type: none"> ●6.1.8.GeoSV.4.a ●6.1.8.HistoryCC.4.d 	<ul style="list-style-type: none"> ●Watch Discovery Ed video on Texas Revolution ●Complete reading on the Texas Revolution ●Quiz on the Texas Revolution
<ul style="list-style-type: none"> ● Day 6-7: Analyze the Texas Revolution 	<ul style="list-style-type: none"> ●6.1.8.HistoryCC.4.a ●6.1.8.HistoryCC.4.d 	<ul style="list-style-type: none"> ● Webquest on the Texas Revolution ● Gamification ● Complete informational text questions on the Texas Revolution
<ul style="list-style-type: none"> ● Day 8-11: Analyze the Texas Revolution 	<ul style="list-style-type: none"> ●6.1.8.HistoryCC.4.a ●6.1.8.HistoryCC.4.d 	<ul style="list-style-type: none"> ● Google Slides presentation on the Texas Revolution ● Class presentations
<ul style="list-style-type: none"> ● Day 12-13: Identify and describe the Alamo 	<ul style="list-style-type: none"> ●6.1.8.HistoryCC.4.c 	<ul style="list-style-type: none"> ● Jigsaw reading on The Alamo ●Collaborative learning activity on The Alamo
<ul style="list-style-type: none"> ●Day 14-15: Examine the Mexican-American War 	<ul style="list-style-type: none"> ●6.1.8.HistoryCC.4.c ●6.1.8.HistoryCC.4.d 	<ul style="list-style-type: none"> ● Lecture on the Mexican-American War ● Mapping activity ● Brain pop on the Mexican-American War
<ul style="list-style-type: none"> ●Day 16-18: Apply knowledge of the Mexican American War 	<ul style="list-style-type: none"> ●6.1.8.HistoryCC.4.c ●6.1.8.HistoryCC.4.d 	<ul style="list-style-type: none"> ●Reader's Theater - <i>Remember the Alamo</i>
<ul style="list-style-type: none"> ●Day 19-20: Evaluate knowledge of the Texas Revolution and Mexican-American War using a summative assessment 	<ul style="list-style-type: none"> ●6.1.8.HistoryCC.4.c ●6.1.8.HistoryCC.4.d ●6.1.8.EconET.4.b 	<ul style="list-style-type: none"> ●On Demand Writing
<ul style="list-style-type: none"> ●Day 21: Evaluate knowledge of the Texas Revolution and Mexican-American War using a summative assessment 	<ul style="list-style-type: none"> ●6.1.8.HistoryCC.4.c ●6.1.8.HistoryCC.4.d ●6.1.8.EconET.4.b 	<ul style="list-style-type: none"> ● Summative assessment on Westward Expansion

Inclusive concepts

- When learning about Westward Expansion, character education efforts encouraging inclusivity and cultural competency are highlighted through highlighting diverse figures, exploring multiple viewpoints, role-playing simulations, and primary source analysis.