# 2018-2019 Social Studies Curriculum Map, Grade 7, Q1

**Reading Focus:** Literature  
**Writing Focus:** Narrative

### Unifying Concept:  
**CIVIL WAR AND RECONSTRUCTION**

### Quarter 1

<table>
<thead>
<tr>
<th>Big Ideas</th>
<th>Essential Questions:</th>
</tr>
</thead>
</table>
| **Enduring Understandings:**  
- War divides people.  
- Past decisions influence the present.  
- Reconstruction was a period of conflict between the branches of government and the states. |  
- When should a person fight to defend their beliefs?  
- Was the Civil War worth its cost?  
- Can government solve moral issues?  
- Did Reconstruction work?  
- What after affects resulted from Reconstruction that are still evident today?  
- Does racial equality depend on government action? |

### Standards

#### Highly-Leveraged Standards

**S1.C6.PO 1.** Analyze the factors leading to the Civil War: a. role of abolitionists and the Underground Railroad; b. Sectionalism and States’ Rights; c. Westward expansion; d. Missouri and 1850 Compromises; e. Dred Scott Decision; f. Kansas-Nebraska Act  
**S1.C6.PO 5.** Describe the impact of various events and movements that influenced Reconstruction: a. Lincoln’s assassination; b. Ku Klux Klan and the development of Jim Crow laws; c. Freedmen’s Bureau; d. Civil War Constitutional Amendments; e. industrialization

#### Supporting Standards

**S1.C1.PO 1.** Analyze the impact of the Civil War on the following personal, social, and economic aspects of American life: a. Americans fighting Americans; b. high casualties caused by disease and the type of warfare; c. widespread destruction of American property; d. change in status of freed slaves; e. value of railroads and industry  
**S1.C1.PO 6.** Describe the basic provisions of the Thirteenth, Fourteenth, and Fifteenth Amendments.  
**S3.C1.PO 1.** Analyze the significance of the principles and ideals of the following document: a. Bill of Rights (as related to specific time periods); b. Emancipation Proclamation

#### Constant Standards

**S1.C1.PO 1.** Construct charts, graphs, and narratives using historical data.  
**S1.C1.PO 2.** Interpret historical data displayed in graphs, tables, and charts.  
**S1.C1.PO 3.** Construct timelines (e.g., presidents/world leaders, key events, people) of the historical era being studied.  
**S1.C1.PO 4.** Formulate questions that can be answered by historical study and research.  
**S1.C1.PO 5.** Describe the relationship between a primary source document and a secondary source document.  
**S1.C1.PO 6.** Determine the credibility and bias of primary and secondary sources.  
**S1.C1.PO 7.** Analyze cause and effect relationships between and among individuals and/or historical events.

#### Social Justice Standards

**ID.6-8.1** I know and like who I am and can comfortably talk about my family and myself and describe our various group identities.  
**ID.6-8.2** I know about my family history and culture and how I am connected to the collective history and culture of other people in my identity groups.  
**DI.6-8.6** I know that overlapping identities combine to make me who I am and that none of my group identities on their own fully defines me or any other person.  
**JU.6-8.11** I relate to people as individuals and not representatives of groups, and I can name some common stereotypes I observe people using.  
**AC.6-8.16** I am concerned about how people (including myself) are treated and feel for people when they are excluded or mistreated because of their identities.
### 2018-2019 Social Studies Curriculum Map, Grade 7, Q1

**S1.C1.PO 8.** Describe two points of view on the same historical event.

**S4.C1.PO 1.** Construct maps, charts, and graphs to display geographic information.

**S4.C1.PO 2.** Identify purposes and differences of maps, globes, aerial photographs, charts, and satellite images.

**S4.C1.PO 3.** Interpret maps, charts, and geographic databases using geographic information.

**S4.C1.PO 4.** Locate physical and cultural features (e.g., continents, cities, countries, significant waterways, mountain ranges, climate zones, major water bodies, landforms) throughout the world.

**S4.C1.PO 5.** Interpret thematic maps, graphs, charts, and databases depicting various aspects of the United States and world regions. (Apply to regions studied).

### Instructional and Assessment Guides
- **KHAN Academy (US History)**
- **Civil War Glass Negatives and Related Prints – Library of Congress**
- **Discovering the Civil War – National Archives**
- **The Freedmen’s Bureau Online**
- **Lesson plans for the Build up to war & Civil War from Civil War Trust**
- **Lesson plans for Civil War from The History Channel**
- **Documents Landmark Cases of the Supreme Court**
- **Video - The Civil War, Part I: Crash Course US History #20**
- **Video - The Civil War Part 2: Crash Course US History #21**
- **Information overview of African Americans and Emancipation**
- **Information and articles about women’s roles during the Civil War**
- **Video-Women’s roles during the Civil War**

### Additional Instructional Resources
- **Lesson plan that examines Lincoln’s reasons for going to war** (S1.C6.PO 1)
- **National geographic simulation of a trip through the Underground Railroad** (S1.C6.PO 1a)
- **Lesson plan from National Park Service: “Dred Scott Trial and Activity Packet”** (S1.C6.PO 1e)
- **Lesson plan: Dred Scott and the Constitution and America Responds to Dred Scott** (S1.C6.PO 1e)
- **Lesson Plan: African American Voices, Dred Scott Decision** (S1.C6.PO 1e)
- **Lesson Plan on Reconstructing Race: A Teacher Introduces His Students to the Slippery Concept of Race** (S1.C6.PO 3c)
- **Lesson plan: Women in the American Civil War** (S1.C6.PO 3c)
- **Lesson plan: Women in the Civil War using primary sources** (S1.C6.PO 3c)

### Adopted Texts and Materials

**Adopted:**
- **The American Journey – Glencoe**

**Suggested Supplemental:**
- A Young People’s History of the United States - Chapter 9 “Slavery and Emancipation” by Howard Zinn
- Elijah of Buxton – Curtis, Christopher Paul

**Multicultural Adoptions:**
- *Day of Tears*, Lester, Julius
- *Chains*, Laurie Halse Anderson
- *Forge*, Laurie Halse Anderson

**Education Materials Center: Social Studies Bibliography**

**Teaching Tolerance Anti-Bias Framework**
- [https://www.tolerance.org/frameworks](https://www.tolerance.org/frameworks)
<table>
<thead>
<tr>
<th>Primary Source Document - Black Codes of Mississippi</th>
<th>Lesson Plan: Analyzing Primary Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Descriptors of DOK Levels for Social Studies</td>
<td></td>
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<td>RUBRICS AND RUBRIC MAKERS</td>
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</table>
# Unifying Concept:
## INDUSTRIALIZATION AND IMMIGRATION

### Big Ideas

#### Enduring Understandings:
- Immigration leads to change.
- New ideas can lead to conflict and change.

#### Essential Questions:
- Why do people move?
- Should governments limit immigration?
- Can reform movements improve American society and politics?
- Was the progressive movement successful?
- Is it the government’s responsibility to help the people in need?
- Are the benefits of progress worth the cost?

### Standards

#### Highly-Leveraged Standards

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1.C7.PO 1</td>
<td>Examine the reasons why people emigrated from their homelands to settle in the United States during the late 19th century.</td>
</tr>
<tr>
<td>S2.C6.PO 1</td>
<td>Describe how innovations and inventions during the Industrial Revolution impacted industry, manufacturing, and transportation.</td>
</tr>
<tr>
<td>S2.C6.PO 2</td>
<td>Determine the effect of the Industrial Revolution on the Western World: a. growth of cities; b. rise of middle class; c. spread of industrialism; d. rise of imperialism; e. foundation for future; f. technological advances; g. labor issues.</td>
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#### Supporting Standards

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<tbody>
<tr>
<td>S1.C7.PO 2</td>
<td>Describe how the United States was positively and negatively affected by factors and events resulting from the arrival of a large numbers of immigrants.</td>
</tr>
<tr>
<td>S1.C7.PO 4</td>
<td>Discuss the relationship between immigration and industrialization.</td>
</tr>
<tr>
<td>S1.C7.PO 6</td>
<td>Describe the following Progressive Reforms that resulted from the Industrial Revolution: a. labor unions; b. Women’s Suffrage; c. trust busting, conservation of natural resources; d. Temperance Movement.</td>
</tr>
<tr>
<td>S1.C7.PO 7</td>
<td>Describe how innovations of the Industrial Revolution (e.g., manufacturing, textiles, transportation, improvements) contributed to U.S. growth and expansion.</td>
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#### Constant Standards

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<td>ID.6-8.3</td>
<td>I know that overlapping identities combine to make me who I am and that none of my group identities on their own fully defines me or any other person.</td>
</tr>
<tr>
<td>DI.6-8.7</td>
<td>I can accurately and respectfully describe ways that people (including myself) are similar to and different from each other and others in their identity groups.</td>
</tr>
<tr>
<td>DI.6-8.8</td>
<td>I am curious and want to know more about other people’s histories and lived experiences, and I ask questions respectfully and listen carefully and nonjudgmentally.</td>
</tr>
<tr>
<td>JU.6-8.12</td>
<td>I can recognize and describe unfairness and injustice in many forms including attitudes, speech, behaviors, practices and laws.</td>
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**S4.C1.PO 1.** Construct maps, charts, and graphs to display geographic information.

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**S4.C1.PO 5.** Interpret thematic maps, graphs, charts, and databases depicting various aspects of the United States and world regions. (Apply to regions studied).

**AC.6-8.17 - I know how to stand up for myself and for others when faced with exclusion, prejudice and injustice.**

Teaching Tolerance Anti-Bias Framework
https://www.tolerance.org/frameworks

### Adopted Texts and Materials

**Adopted:**
*The American Journey – Glencoe*

**Suggested Supplemental:**
*The Rise of Industrial America, 1877-1900* by Richard White
*Child Labor in the United States by Saverio Giovacchini*

### Instructional and Assessment Guides

- **KHAN Academy (US History)**
- **Images of Ellis Island and Immigration, c. 1880-1920** - (S1.C7.PO1)
- **Destination America, When did they come? Flash Presentation** - (S1.C7.PO1)
- **Mission US An Interactive Way to Learn History**
- **The Industrial Revolution in the United States, a Teacher’s Guide Primary Source Set** - (S1.C7.PO5)
- **Growth, Cities, and Immigration: Crash Course US History** - (S1.C7.PO5)
- **Congressional Moments: Child Labor** - (S1.C7.PO5)
- **CrashCourse late 19th and early 20th century immigration to the United States** - (S1.C7.PO7)
- **Immigration Policy: Past and Present (PBS)**
- **Teaching Tolerance Anti-biased free lessons**
- **Historian Howard Zinn**
- **Kids.gov: K-5 Social Studies Resources**

### Additional Instructional Resources

- **Push/Pull Factors in Migration Lesson Plan** - (S1.C7.PO1)
- **Immigration Challenges for the New Americans** - (S1.C7.PO2)
- **The Industrial Age in America: Sweatshops, Steel Mills, and Factories** - (S1.C7.PO3)
- **Mission US: City of Immigration Lesson Plan** - (S1.C7.PO4)
- **History Alive Assembly Line Activity** - (S1.C7.PO5)
- **Labor Matters Activity** - (S1.C7.PO5)
- **Upton Sinclair's The Jungle societal problems during the Progressive Era Lesson Plan** - (S1.C7.PO5)
- **Overview of key players and events from US labor history** (Free Registration Required) - (S1.C7.PO6)
- **Primary Source Poster women's Suffrage Lesson Plan** (Free Registration Required) - (S1.C7.PO6)

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**Multicultural Literature:**

*Shooting Kabul*, Senzai, N. H.
*90 Miles to Havana*, Enrique Flores-Galbis
*Esperanza Rising*, Pam Munoz Ryan (Historical Fiction)
*The Day of the Pelican*, Katherine Paterson
*Home of the Brave*, Kathrine Applegate

**Education Materials Center: Social Studies Bibliography**
### Social Studies for Kids
- Social Studies for Kids
- National Geographic for Kids
- Interactive Sites for Social Studies
- Vids4kids.tv - Learn About Maps
- *As the Crow Flies* by: Gail Hartman
- Descriptors of DOK Levels for Social Studies
- DOK Question Stems
- HESS Cognitive Rigor Matrix (Social Studies/Humanities)
- "WHAT HAVE I LEARNED TODAY?: FORMATIVE ASSESSMENT IN SOCIAL STUDIES," D.C. Everest School District
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### Lesson on political bosses (Requires free registration with Stanford) - (S1.C7.PO8)
# 2018-2019 Social Studies Curriculum Map, Grade 7, Q3

**Reading Focus:** Literature  
**Writing Focus:** Argumentative

<table>
<thead>
<tr>
<th>Unifying Concept:</th>
<th>Quarter 3</th>
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</thead>
<tbody>
<tr>
<td>U.S IN A GLOBAL AGE (1895-1929)</td>
<td></td>
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</tbody>
</table>

### Big Ideas

#### Enduring Understandings:
- Imperialism leads to global expansion
- Participation in the First World War changed the role of the United States in the world

#### Essential Questions:
- What does a country need to become a global power?
- Why does the United States need other countries?
- To what degree should a country be involved in the affairs of other countries?
- How can countries prevent war?
- What are good reasons to go to war with another country?

### Standards

#### Highly-Leveraged Standards

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<tr>
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<th>Supporting Standards</th>
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**S2.C7.** Describe the effects of the following factors on the rise of imperialism: a. increased need for raw materials; b. increased need for consumers; c. nationalism –countries increased power

**S2.C7.** Describe how areas in the world (e.g., Africa, India, China) were impacted by the imperialism of European countries.

**S2.C7.** Describe how industrialization in Japan led to its rise as a world power.

**S2.C7.** Describe the impact of American interests in the following areas during the late 19th century and the early 20th century: a. Philippines, Cuba, Puerto Rico and the Spanish American War; b. China and the Boxer Rebellion; c. Colombia and the building of the Panama Canal; d. Hawaiian annexation

**S2.C8.** Explain how the following world movements led to World War I: a. militarism; b. imperialism; c. nationalism; d. formation of alliances.

**S2.C8.** Summarize the outcomes of World War I: a. Treaty of Versailles (e.g., restrictions on Germany, end of the Ottoman Empire, redrawing of European boundaries); b. economic issues (e.g., national debt, spread of socialism).
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### Social Justice Standards

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<tr>
<td>ID.6-8.4</td>
<td>I feel good about my many identities and know they don’t make me better than people with other identities.</td>
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<tr>
<td>DI.6-8.9</td>
<td>I know I am connected to other people and can relate to them even when we are different or when we disagree.</td>
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<tr>
<td>JU.6-8.13</td>
<td>I am aware that biased words and behaviors and unjust practices, laws and institutions limit the rights and freedoms of people based on their identity groups.</td>
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<td>JU.6-8.14</td>
<td>I know that all people (including myself) have certain advantages and disadvantages in society based on who they are and where they were born.</td>
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<td>AC.6-8.18</td>
<td>I can respectfully tell someone when his or her words or actions are biased or hurtful.</td>
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### Adopted Texts and Materials

**Adopted:**

*The American Journey – Glencoe*

- Chapter 22
- Chapter 23
- Chapter 24: Section 1,2, 4
- Chapter 26: Section 1

**Multicultural Adoptions:**

**Education Materials Center: Social Studies Bibliography**
## Instructional and Assessment Guides

- KHAN Academy (US History)
- **Powerpoints on Imperialism** – (S1.C7.PO9)
  - Video on Imperialism – (S1.C7.PO10)
- Zimmerman Telegram Video – (S1.C7.PO12 c)
- DOK Question Stems
- HESS Cognitive Rigor Matrix (Social Studies/Humanities)
- "WHAT HAVE I LEARNED TODAY?: FORMATIVE ASSESSMENT IN SOCIAL STUDIES," D.C. Everest School District
- Dr. Paula's Prescriptions for Professional Development Wiki, "FORMATIVE ASSESSMENT STRATEGIES, DEFINITIONS, EXAMPLES", Cardinal Consulting Group, Inc.
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## Additional Instructional Resources

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- **Powerpoints on Imperialism** – (S1.C7.PO9)
  - Video on Imperialism – (S1.C7.PO10)
- Zimmerman Telegram Video – (S1.C7.PO12 c)
## 2018-2019 Social Studies Curriculum Map, Grade 7, Q4

<table>
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<tr>
<th>Reading Focus: Informational</th>
<th>Unifying Concept: GREAT DEPRESSION AND WORLD WAR II</th>
<th>Quarter 4</th>
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<tbody>
<tr>
<td>Writing Focus: Argumentative</td>
<td></td>
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</tr>
</tbody>
</table>

### Big Ideas

#### Enduring Understandings:
- When a government creates policies that impact the economy there are rewards and consequences.
- The impact of war has rewards and consequences.

#### Essential Questions:
- How can reform movements improve American society and politics?
- What responsibilities does the government have in helping people in need?
- When are the benefits of progress worth the cost?
- What are the benefits of war?
- What are the costs of war?
- What kind of sacrifices does war require for a country and its’ citizens?

### Standards

#### Highly-Leveraged Standards

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<tbody>
<tr>
<td>S1.C8.PO 2.</td>
<td>Determine the impact of natural and manmade crises (e.g., unemployment, food lines, the Dust Bowl and the western migration of Midwest farmers) of the Great Depression.</td>
</tr>
<tr>
<td>S1.C8.PO 3.</td>
<td>Describe how the following New Deal programs affected the American people: a. works programs (e.g., WPA, CCC, TVA); b. farm subsidies; c. Social Security.</td>
</tr>
<tr>
<td>S1.C8.PO 4.</td>
<td>Describe how Pearl Harbor led to United States involvement in World War II.</td>
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<td>S1.C8.PO 5.</td>
<td>Describe the impact of World War II on economic recovery from the Great Depression.</td>
</tr>
<tr>
<td>S3.C5.PO 1.</td>
<td>Discuss how negotiations with foreign governments have led to the development of foreign policy initiatives (e.g., Treaty of Versailles, Fourteen Points, League of Nations).</td>
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<tr>
<td>S3.C5.PO 2.</td>
<td>Compare different types of governments: a. dictatorship; b. totalitarian; c. monarchies.</td>
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<td>S4.C5.PO 2.</td>
<td>Describe the consequences of natural hazards (e.g., Dust Bowl hurricanes, droughts, earthquakes).</td>
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<tr>
<td>S1.C8.PO 1.</td>
<td>Identify economic policies and factors (e.g., unequal distribution of income, weaknesses in the farm sector, buying on margin, stock market crash) that led to the Great Depression.</td>
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<td>ID.6-8.5</td>
<td>I know there are similarities and differences between my home culture and the other environments and cultures I encounter, and I can be myself in a diversity of settings.</td>
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<tr>
<td>DI.6-8.10</td>
<td>I can explain how the way groups of people are treated today, and the way they have been treated in the past, shapes their group identity and culture.</td>
</tr>
<tr>
<td>JU.6-8.15</td>
<td>I know about some of the people, groups and events in social justice history and about the beliefs and ideas that influenced them.</td>
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Office of Curriculum, Instruction, and Professional Development

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Last Edited: 6/22/2018
### 2018-2019 Social Studies Curriculum Map, Grade 7, Q4

#### S1.C1.PO 7. Analyze cause and effect relationships between and among individuals and/or historical events.

#### S1.C1.PO 8. Describe two points of view on the same historical event.


#### S4.C1.PO 2. Identify purposes and differences of maps, globes, aerial photographs, charts, and satellite images.


#### S4.C1.PO 4. Locate physical and cultural features (e.g., continents, cities, countries, significant waterways, mountain ranges, climate zones, major water bodies, landforms) throughout the world.

#### S4.C1.PO 5. Interpret thematic maps, graphs, charts, and databases depicting various aspects of the United States and world regions. (Apply to regions studied).

### Adopted Texts and Materials

**Adopted:**

*The American Journey – Glencoe*

**Multicultural Adoptions:**

*A Step from Heaven, An Na*

**Education Materials Center: Social Studies Bibliography**

### Instructional and Assessment Guides

- **Khan Academy (US History)**
  - *FDR: New Deal Programs* – (S1.C8.PO1-3)
  - *Great Depression and World War II*
  - *DOK Question Stems*
  - *HESS Cognitive Rigor Matrix (Social Studies/Humanities)*
  - *"WHAT HAVE I LEARNED TODAY?: FORMATIVE ASSESSMENT IN SOCIAL STUDIES,"* D.C. Everest School District
  - Dr. Paula's Prescriptions for Professional Development Wiki, “FORMATIVE ASSESSMENT STRATEGIES, DEFINITIONS, EXAMPLES”, Cardinal Consulting Group, Inc.
  - *Beyond the Bubble A new generation of history assessments*
  - *RUBRICS AND RUBRIC MAKERS*

### Additional Instructional Resources

- *Great Depression Lesson Plans* – (S1.C8.PO1-3)
- *The Path to WWII* – (S1.C8.PO4)
- *Possible Projects found in Breaking Away From the Textbook: A Creative Approach to Teaching American History,* Shelly Kintisch and Wilma Cordero (pages 160-162, 168-171)
- Using research from the thirties and magazines and newspapers of today, write a report comparing the problems of today's homeless people with those faced by people during the Depression.
- If you have a relative or neighbor who lived during the Depression, do an interview about his or her personal memories of that time. Prepare questions before the interview, but also build on the person’s answers to your questions.
- Read about the Bonus Expeditionary Force’s march on Washington, D.C., in 1932. Write a newspaper that features the march as its major front-page...
<table>
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<tr>
<th>Activity</th>
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<tr>
<td>• Read about Herbert Hoover’s philosophy and actions during the Depression. Prepare a debate</td>
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<tr>
<td>• Write a paper dealing with ways in which the New Deal contradicted the spirit</td>
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<td>• Pretend you are a Japanese commander. Write out the orders (including maps) that you</td>
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¹**Highly-Leveraged Standards** are essential for students to learn because they have endurance (knowledge and skills relevant throughout a student’s lifetime); leverage (knowledge and skills used across multiple content areas); and essentiality (knowledge and skills necessary for success in future courses or grade levels).*

²**Supporting Standards** are emphasized during the quarter as they are integral to achieve mastery of the Highly Leveraged Standards. Mastery of these standards are measured using classroom assessments.

³**Constant Standards** are repeatedly addressed to reinforce grade-level mastery.

*This definition for Highly-Leveraged Standards was adapted from the “power standard” definition on the website of the Millis Public Schools, K-12, Massachusetts, USA, 2016.