

Appendix 1: Implementing Teaching Standards

| North Carolina Essential Standards | |
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| 7.H.1.3 | use primary and secondary sources to interpret various historical perspectives |
| 7.C.1.1 | explain how culture unites and divides modern societies and regions |
| 7.C.1.2 | explain how cultural expressions influence modern society |
| 7.C&G.1.1 | summarize the ideas that have shaped political thought in various societies and regions |
| 7.C&G.1.4 | compare the sources of power and governmental authority in various societies |
| 7.G.1.1 | explain how environmental conditions and human response to those conditions influence modern societies and regions |

These standards are generalizations outlined by the state to help teachers plan and align specific curriculum content with overarching themes that are applicable to various time periods and regions. Throughout the French Revolution unit lessons will use primary and secondary sources material for instruction, student analysis, and summative products (7.H.1.3) and examine selected pieces of literature and visual art that reflect lesson objectives (7.C.1.2). Specific topics include examining absolutism and the divine right kings exemplified by the Bourbon Monarchy (7.C&G.1.4), using source documents to study the conflict between the Three Estates (7.C.1.1), Enlightenment ideals and specific French philosophers (7.C&G.1.1), how the poor harvest of 1788 contributed to public unrest and revolution (7.G.1.1), Bastille Day and eventual execution of Louis XVI and Marie Antoinette and the Reign of Terror (7.C&G.1.4), and the rise, reforms, and fall of Napoleon Bonaparte (7.C&G.1.4).

| Common Core State Standards for English Language Arts & Literacy in Social Studies | |
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| CCSS.ELA-Literacy R.1.7.1 | reading and comprehending complex literary and informational text while citing several pieces of evidence to support analysis |
| CCSS.ELA-Literacy WHST.6-8.1.B | writing arguments to support claims with clear reason and relevant evidence |
| CCSS.ELA-Literacy SL.7.1 | speaking/listening standards to effectively engage in a wide-range of collaborative discussions |

These standards help teachers design instructional activities to promote college and/or career readiness for all learners. The development of federal reading, writing, and communication standards are intended to build disciplinary skills as a student progresses through each grade level; in Social Studies the goal is analyzing the content and validity of multiple sources of complex text and communicating ideas effectively to display understanding.