

## 7<sup>th</sup> Grade Social Studies Curriculum

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| <b>Unit Title/Skill Set: 1. Foundation of American Colonies</b>  | <b>Course Time Prior to Keystone/PSSA: % of time</b>   |
| <b>Overview:</b> The students will identify, evaluate, and analyze the impact the first English and Spanish colonies in North America. Specifically, this unit will examine establishment, influential factors of development, religious and political influences, and diversity of the American Colonies.   | <b>ELL Differentiation: ELL Differentiation: Language Arts</b><br><b>Speaking and Writing:</b><br>1.1.11.A,1.1.11.B,1.1.11.C,1.5.11.A,1.5.11.B,1.5.11.C,1.5.11.D,1.5.11.E,1.5.11.F,1.6.11.B<br><b>Listening and Reading:</b><br>1.1.11.A,1.1.11.D,1.2.11.A,1.2.11.C,1.2.11.D,1.2.11.E,1.6.11.A   |
| <b>Unit Essential Questions:</b> <ul style="list-style-type: none"> <li>• What value did European Nations see in the Americas?</li> <li>• What economic, social and political factors impact early colonization?               <ul style="list-style-type: none"> <li>○ How did the English set up their first colonies?</li> <li>○ How was self-government in Jamestown established?</li> <li>○ How did religious beliefs and dissent influence the New England Colonies?</li> <li>○ How did the diverse Middle Colonies develop and thrive?</li> <li>○ How did the Spanish establish colonies on the borderlands?</li> <li>○ What factors influenced the development of the Southern Colonies?</li> </ul> </li> <li>• How will early colonization efforts impact the development different regions?</li> </ul> | <b>Enrichment:</b> Students will research a colony: New York, New Jersey, Pennsylvania. Students will be put into pairs. Students will use their research to create a colonist interview. Interview questions should focus on life in the colony. Students will then present their interviews to the class, with one student asking the question and the other answering as the colonists. |
| <b>PA &amp; National Content Standard(s):</b> <a href="http://www.pdesas.org/Standard/StandardsDownloads">http://www.pdesas.org/Standard/StandardsDownloads</a><br>8.1.7.A, 8.1.7.B, 8.1.C, 8.2.7.A, 8.2.7.B, 8.2.7.C, 8.2.7.D, 8.3.7.A, 8.3.7.B, 8.3.7.C, 8.3.7.D, 8.4.7.A, 8.4.7.B, 8.4.7.C, 8.4.7.D   | <b>Remediation:</b> <ul style="list-style-type: none"> <li>• Prentice Hall America: History of Our Nation- Reading and Vocabulary Study guide. (Includes chapter summaries to help review key concepts.)</li> <li>• Teacher provided differentiated worksheets to reinforce concept as needed.</li> </ul>  |

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| <b>Connecting to Common Core and Other Standards:</b><br><i>Common Core found at <a href="http://www.corestandards.org">www.corestandards.org</a>:</i> CC.8.5.9-6-8.A, CC.8.5.6-8.B., CC.8.5.6-8.C, CC.8.5.6-8.D., CC.8.5.6-8.E., CC.8.5.6-8.F., CC.8.5.6-8.G., CC.8.5.6-8.H., CC.8.5.6-8.I., CC.8.5.6-8.J., CC.8.6.6-8.A., CC.8.6.6-8.B., CC.8.6.6-8.C., CC.8.6.6-8.D., CC.8.6.6-8.E, CC.8.6.6-8.F., CC.8.6.6-8.G., CC.8.6.6-8.H., CC.8.6.6-8.I | <b>IEP/GIEP:</b> Refer to individual student's educational plan under specially designed instruction. |
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| Assessment Anchors & Eligible Content  | Unit Concepts<br>What students need to know   | Unit Competencies<br>What students need to be able to do (skills)  | Content Vocabulary   | Materials, Resources, & Instructional Activities  | Assessments   |
|--|---|--|--|---|---|
| 8.1.7.A<br>8.1.7.B<br>8.2.7.A<br>8.2.7.B<br>8.2.7.C<br>8.2.7.D<br>8.3.7.A<br>8.3.7.B<br>8.3.7.C<br>8.3.7.D<br>8.4.7.A<br>8.4.7.B<br>8.4.7.C<br>8.4.7.D | <ul style="list-style-type: none"> <li>English Settlements</li> <li>Jamestown Colony</li> <li>Virginia Company               <ul style="list-style-type: none"> <li>Tobacco Crops</li> <li>House of Burgesses</li> <li>Enslaved Africans</li> </ul> </li> <li>Mayflower Compact               <ul style="list-style-type: none"> <li>First Thanksgiving</li> </ul> </li> <li>Geography of New England</li> <li>Puritans               <ul style="list-style-type: none"> <li>Massachusetts Bay Colony</li> <li>Salem Witch Trials</li> </ul> </li> <li>Rhode Island Colony</li> <li>Fundamental Orders of Connecticut</li> <li>King Philip's War</li> <li>Geography of Middle Colonies</li> <li>New York Colony</li> <li>New Jersey Colony</li> <li>Pennsylvania Colony               <ul style="list-style-type: none"> <li>Penn's Holy</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Examine why England wanted to establish colonies in North America</li> <li>Analyze the experiences of the settlers who founded the first permanent English colony in Jamestown</li> <li>Evaluate self-government in the Jamestown Colony</li> <li>Analyze the effect of tobacco on the Jamestown Colony</li> <li>Explain how Pilgrims managed to survive their first years in the Plymouth Colony</li> <li>Evaluate the influence of Native Americans</li> <li>Discuss the</li> </ul> | <ul style="list-style-type: none"> <li>Exploration</li> <li>Colony</li> <li>Monarchy</li> <li>Charter</li> <li>John Smith</li> <li>Representative Government</li> <li>Pilgrim</li> <li>Squanto</li> <li>John Winthrop</li> <li>Toleration</li> <li>Roger Williams</li> <li>Anne Hutchinson</li> <li>Thomas Hooker</li> <li>John Wheelright</li> <li>Cotton Mather</li> <li>Town meeting</li> <li>Metacom</li> <li>Proprietary</li> </ul> | <p><u><a href="#">America: History of Our Nation: Beginnings to 1877</a></u><br/>Textbook</p> <p>Supplementary Materials</p> <p>Teacher developed notes</p> <p>DVD support</p> <p>Primary and secondary source readings</p> <p>Maps, charts, graphs</p> <p><u><a href="#">Discovery Education</a></u><br/><u><a href="http://streaming.discoveryeducation.com/">http://streaming.discoveryeducation.com/</a></u></p> <p><u><a href="#">Jamestown Colony</a></u><br/><a href="http://www.history.com/topics/jamestown">http://www.history.com/topics/jamestown</a></p> <p><u><a href="#">Virtual Jamestown</a></u><br/><a href="http://www.virtualjamestown.org/">http://www.virtualjamestown.org/</a></p> <p><u><a href="#">Mayflower</a></u><br/><a href="http://www.scholastic.com/sch">http://www.scholastic.com/sch</a></p> | <ul style="list-style-type: none"> <li>Varied formative, summative, diagnostic, and/or benchmark assessments</li> <li>Projects – individual/group</li> <li>Formal and creative writings</li> <li>Computer-generated research projects</li> <li>Journal writing</li> <li>Web based activities</li> <li>Oral presentations</li> </ul> |

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|  | <p style="text-align: center;">Experiment</p> <ul style="list-style-type: none"> <li>• Delaware Colony</li> <li>• Geography of the Southern Colonies</li> <li>• Virginia Colony <ul style="list-style-type: none"> <li>○ Bacon's Rebellion</li> </ul> </li> <li>• Religious Toleration</li> <li>• Carolina Colony</li> <li>• Georgia Colony</li> <li>• Tidewater Region</li> <li>• Spanish Florida</li> <li>• Spanish Borderlands</li> <li>• Missions in Texas and Arizona</li> <li>• Missions in California</li> <li>• Life in Spanish Missions</li> </ul> | <p style="text-align: center;">establishment of the Plymouth Colony</p> <ul style="list-style-type: none"> <li>• Analyze the impact of the Mayflower Compact</li> <li>• Describe the geography and climate of the New England Colonies</li> <li>• Describe the Puritan settlement in Massachusetts</li> <li>• Analyze the role of religion in the establishment of new colonies</li> <li>• Explain the changes that took place in the New England Colonies in the 1600's</li> <li>• Describe the geography and climate of the Middle Colonies</li> <li>• Identify significant events in the history of New York and New Jersey</li> <li>• Explain William Penn's effect on the development of Pennsylvania and Delaware</li> <li>• Analyze the changes that occurred in the Middle Colonies in the 1600's</li> <li>• Describe the geography</li> </ul> | <p style="text-align: center;">Colony</p> <ul style="list-style-type: none"> <li>• Royal Colony</li> <li>• Quakers</li> <li>• William Penn</li> <li>• backcountry</li> <li>• Nathaniel Bacon</li> <li>• Lord Baltimore</li> <li>• James Oglethorpe</li> <li>• Debtor</li> <li>• Plantation</li> <li>• Borderland</li> <li>• Juan de Onate</li> <li>• Junipero Serra</li> <li>• Presidio</li> <li>• pueblo</li> </ul> | <p>olastic_thanksgiving/voyage/<br/> <a href="#">Spanish Missions of San Antonio</a><br/> <a href="http://www.history.com/topics/jamestown">http://www.history.com/topics/jamestown</a></p> |  |
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|  |  | <p>and climate of the Southern Colonies</p> <ul style="list-style-type: none"><li>• Explain the correlation between the economy and geography in the colonies</li><li>• Examine conflicts that arose over the economy and geography in Virginia</li><li>• Explain how Maryland, the Carolinas, and Georgia were founded</li><li>• Compare the cultures of people living along the coast to the culture of inland people</li><li>• Describe Spain's colony in Florida</li><li>• Analyze the influence of Spanish missions in the borderlands</li><li>• Explain how Spain established settlements throughout North America</li><li>• Explain why missions arose in Spanish Colonies</li><li>• Describe life in a Spanish mission</li></ul> |  |  |  |
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**Subject Area - 8: History**

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### Standard Area - 8.1: Historical Analysis and Skills Development

#### Grade Level - 8.1.7: GRADE 7

##### **Standard**

###### **8.1.7.A:**

Demonstrate continuity and change over time using sequential order and **context of events**.

###### **8.1.7.B:**

Identify and use **primary and secondary sources** to analyze multiple points of view for historical events.

###### **8.1.7.C:**

Form a thesis statement on an assigned topic using appropriate **primary and secondary sources**. (Reference RWSL Standard 1.8.5 Research)

### Standard Area - 8.2: Pennsylvania History

#### Grade Level - 8.2.7: GRADE 7

###### **8.2.7.A:**

Identify the **social, political**, cultural, and **economic** contributions of specific individuals and groups from Pennsylvania.

###### **8.2.7.B:**

Identify the role of local communities as related to significant historical documents, artifacts, and places critical to Pennsylvania history.

###### **8.2.7.C:**

Explain how continuity and change have impacted Pennsylvania history as related to local communities.

- Belief systems and religions

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- Commerce and industry
- Technology
- Politics and government
- Physical and **human geography**
- **Social** organizations

### 8.2.7.D:

Identify local connections and examples of **conflict** and cooperation among groups and organizations and how this impacted the history and development of Pennsylvania.

- **Ethnicity** and race
- Working conditions
- Immigration
- Military **conflict**
- **Economic** stability

## Standard Area - 8.3: United States History

### Grade Level - 8.3.7: GRADE 7

#### 8.3.7.A:

Classify the **social**, **political**, cultural, and **economic** contributions of individuals and groups throughout United States history.

#### 8.3.7.B:

Examine the importance of significant historical **documents**, **artifacts**, and places critical to United States history.

#### 8.3.7.C:

Compare how continuity and change have impacted U.S. history.

- **Belief systems** and religions
- Commerce and industry
- Technology
- **Politics** and government

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- Physical and **human geography**
- **Social** organizations

### 8.3.7.D:

Examine **conflict** and cooperation among groups and organizations in U.S. history.

- **Ethnicity** and race
- Working conditions
- Immigration
- Military **conflict**
- **Economic** stability

## Standard Area - 8.4: World History

### Grade Level - 8.4.7: GRADE 7

#### 8.4.7.A:

Summarize the **social**, **political**, cultural, and **economic** contributions of individuals and groups in world history.

#### 8.4.7.B:

Explain the importance of historical **documents**, **artifacts**, and sites which are critical to world history.

#### 8.4.7.C:

Differentiate how continuity and change have impacted world history.

- Belief systems and religions
- Commerce and industry
- Technology
- **Politics** and government
- Physical and **human geography**
- **Social** organizations

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### **8.4.7.D:**

Explain how **conflict** and cooperation among groups and organizations have impacted the history of the world.



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| Unit Title/Skill Set: <b>2. Colonial Life</b>  | Course Time Prior to Keystone/PSSA: % of time   |
|--|---|
| <p><b>Overview:</b> The students will identify, evaluate, and analyze what life was like in Colonial America. Specifically, this unit will examine establishment of economic activities, characteristics of colonial society, influential factors of religious and political influences, and development of slavery in the American Colonies.</p>  | <p><b>ELL Differentiation:</b> ELL Differentiation: Language Arts<br/> <b>Speaking and Writing:</b><br/> 1.1.11.A, 1.1.11.B, 1.1.11.C, 1.5.11.A, 1.5.11.B, 1.5.11.C, 1.5.11.D, 1.5.11.E, 1.5.11.F, 1.6.11.B<br/> <b>Listening and Reading:</b><br/> 1.1.11.A, 1.1.11.D, 1.2.11.A, 1.2.11.C, 1.2.11.D, 1.2.11.E, 1.6.11.A</p>  |
| <p><b>Unit Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How did colonial life take shape? <ul style="list-style-type: none"> <li>○ How did English ideas about government and trade affect the colonies?</li> <li>○ What were the characteristics of colonial society?</li> <li>○ How did slavery develop in the colonies and effect colonial life?</li> <li>○ How did ideas about religion and government influence colonial life?</li> </ul> </li> </ul>  | <p><b>Enrichment:</b> Students will research a writer from colonial America: Anne Bradstreet, Phillis Wheatley, Benjamin Franklin, John Smith, or William Bradford. They will create an informational pamphlet that would introduce the writer to a new audience. Pamphlet should include information about the writer's life along with suggested readings by the author that the student would recommend.</p> |
| <p><b>PA &amp; National Content Standard(s):</b> <i>State found at Common Core found at <a href="http://www.pdesas.org/Standard/StandardsDownloads">http://www.pdesas.org/Standard/StandardsDownloads</a></i><br/> 8.1.7.A, 8.1.7.B, 8.1.C, 8.2.7.A, 8.2.7.B, 8.2.7.C, 8.2.7.D, 8.3.7.A, 8.3.7.B, 8.3.7.C, 8.3.7.D, 8.4.7.A, 8.4.7.B, 8.4.7.C, 8.4.7.D</p>   | <p><b>Remediation:</b></p> <ul style="list-style-type: none"> <li>• Prentice Hall America: History of Our Nation- Reading and Vocabulary Study guide. (Includes chapter summaries to help review key concepts.)</li> <li>• Teacher provided differentiated worksheets to reinforce concept as needed.</li> </ul>  |
| <p><b>Connecting to Common Core and Other Standards:</b><br/> <i>Common Core found at <a href="http://www.corestandards.org">www.corestandards.org</a>:</i> CC.8.5.9-6-8.A, CC.8.5.6-8.B., CC.8.5.6-8.C, CC.8.5.6-8.D., CC.8.5.6-8.E., CC.8.5.6-8.F., CC.8.5.6-8.G., CC.8.5.6-8.H., CC.8.5.6-8.I., CC.8.5.6-8.J., CC.8.6.6-8.A., CC.8.6.6-8.B., CC.8.6.6-8.C., CC.8.6.6-8.D., CC.8.6.6-8.E, CC.8.6.6-8.F., CC.8.6.6-8.G., CC.8.6.6-8.H., CC.8.6.6-8.I. Click here to enter text.</p> | <p><b>IEP/GIEP:</b> Refer to individual student's educational plan under specially designed instruction.</p>  |

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| <b>Assessment Anchors &amp; Eligible Content</b>   | <b>Unit Concepts</b><br>What students need to know  | <b>Unit Competencies</b><br>What students need to be able to do (skills)   | <b>Content Vocabulary</b>  | <b>Materials, Resources, &amp; Instructional Activities</b>  | <b>Assessments</b>  |
|--|---|--|--|--|---|
| <b>8.1.7.A</b><br><b>8.1.7.B</b><br><b>8.2.7.A</b><br><b>8.2.7.B</b><br><b>8.2.7.C</b><br><b>8.2.7.D</b><br><b>8.3.7.A</b><br><b>8.3.7.B</b><br><b>8.3.7.C</b><br><b>8.3.7.D</b><br><b>8.4.7.A</b><br><b>8.4.7.B</b><br><b>8.4.7.C</b><br><b>8.4.7.D</b> | <ul style="list-style-type: none"> <li>English Parliament</li> <li>Magna Carta</li> <li>English Bill of Rights</li> <li>King John</li> <li>House of Commons</li> <li>King James II</li> <li>Glorious Revolution</li> <li>Colonial Legislatures</li> <li>Right to vote</li> <li>John Peter Zenger</li> <li>Regulation of trade</li> <li>Colonial family life</li> <li>Colonial farm life</li> <li>Colonial towns</li> <li>Roles of men, women, and children</li> <li>Social classes</li> <li>Free African</li> </ul> | <ul style="list-style-type: none"> <li>Explain how English political traditions influenced the 13 colonies</li> <li>Discuss the rights guaranteed in the Magna Carta and English Bill of Rights</li> <li>Examine the development of self-government</li> <li>Describe the responsibilities of early colonial governments</li> <li>Examine how the John Peter Zenger trial helped establish the principle of freedom of the press</li> <li>Evaluate the impact of the Navigation Acts on the colonies economies</li> <li>Describe life on a colonial farm</li> <li>Explain the family structure on a colonial farm</li> <li>Describe the roles of men, women, and children during colonial America</li> <li>Compare the class structures that existed in</li> </ul> | <ul style="list-style-type: none"> <li>Legislature</li> <li>bill of rights</li> <li>habeas corpus</li> <li>freedom of press</li> <li>libel</li> <li>nobles</li> <li>Navigation Acts</li> <li>Smuggling</li> <li>Extended family</li> <li>domestic</li> <li>Apprentice</li> <li>prospectors</li> <li>Gentry</li> <li>Middle class</li> <li>Indentured servant</li> <li>Triangular trade</li> <li>Racism</li> <li>resistance</li> <li>Slave code</li> <li>Public school</li> <li>Dame school</li> <li>Anne Bradstreet</li> <li>Phillis Wheatley</li> </ul> | <p><u>America: History of Our Nation : Beginnings to 1877</u><br/>Textbook</p> <p>Supplementary Materials</p> <p>Teacher developed notes</p> <p>DVD support</p> <p>Primary and secondary source readings</p> <p>Maps, charts, graphs</p> <p><a href="http://streaming.discoveryeducation.com/">Discovery Education</a><br/><a href="http://streaming.discoveryeducation.com/">http://streaming.discoveryeducation.com/</a></p> <p><a href="http://www.archives.gov/exhibits">Magna Carta</a><br/><a href="http://www.archives.gov/exhibits">http://www.archives.gov/exhibits</a></p> <p><a href="http://www.ushistory.org/us/7c.asp">John Peter Zenger Trial</a><br/><a href="http://www.ushistory.org/us/7c.asp">http://www.ushistory.org/us/7c.asp</a></p> <p><a href="http://www.history.org/kids/">Colonial Life</a><br/><a href="http://www.history.org/kids/">http://www.history.org/kids/</a></p> | <ul style="list-style-type: none"> <li>Varied formative, summative, diagnostic, and/or benchmark assessments</li> <li>Projects – individual/group</li> <li>Formal and creative writings</li> <li>Computer-generated research projects</li> <li>Journal writing</li> <li>Web based activities</li> <li>Oral presentations</li> </ul> |

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|  | <p>Americans</p> <ul style="list-style-type: none"> <li>• Atlantic slave trade</li> <li>• Middle Passage</li> <li>• Slavery in Colonies</li> <li>• Slave revolts</li> <li>• African cultural influences</li> <li>• Colonial Education</li> <li>• Puritans laws</li> <li>• Colonial schools</li> <li>• Roots of American literature</li> <li>• The Great Awakening</li> <li>• The Enlightenment</li> </ul> | <p>colonial society</p> <ul style="list-style-type: none"> <li>• Discuss the Middle Passage and the development of triangular trade routes</li> <li>• Describe the conditions enslaved Africans endured during travel across the Middle Passage</li> <li>• Explain why slavery became part of the colonial economy</li> <li>• Identify the restrictions placed on enslaved Africans in the colonies</li> <li>• Describe how African culture influenced American culture</li> <li>• Describe the education colonial children received</li> <li>• Evaluate the development of literature and poetry in colonial America</li> <li>• Explain how the Great Awakening affected the colonies</li> <li>• Explain how the colonies were affected by the spread of new ideas</li> </ul> | <ul style="list-style-type: none"> <li>• Benjamin Franklin</li> <li>• Jonathon Edwards</li> <li>• John Locke</li> <li>• Baron de Montesquieu</li> <li>• Natural rights</li> <li>• Divine rights</li> <li>• Separation of powers</li> </ul> |  |  |
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### Subject Area - 8: History

### Standard Area - 8.1: Historical Analysis and Skills Development

### Grade Level - 8.1.7: GRADE 7

#### **Standard**

##### **8.1.7.A:**

Demonstrate continuity and change over time using sequential order and **context of events**.

##### **8.1.7.B:**

Identify and use **primary and secondary sources** to analyze multiple points of view for historical events.

##### **8.1.7.C:**

Form a thesis statement on an assigned topic using appropriate **primary and secondary sources**. (Reference RWSL Standard 1.8.5 Research)

### Standard Area - 8.2: Pennsylvania History

### Grade Level - 8.2.7: GRADE 7

##### **8.2.7.A:**

Identify the **social, political**, cultural, and **economic** contributions of specific individuals and groups from Pennsylvania.

##### **8.2.7.B:**

Identify the role of local communities as related to significant historical documents, artifacts, and places critical to Pennsylvania history.

##### **8.2.7.C:**

Explain how continuity and change have impacted Pennsylvania history as related to local communities.

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- Belief systems and religions
- Commerce and industry
- Technology
- Politics and government
- Physical and **human geography**
- **Social** organizations

### 8.2.7.D:

Identify local connections and examples of **conflict** and cooperation among groups and organizations and how this impacted the history and development of Pennsylvania.

- **Ethnicity** and race
- Working conditions
- Immigration
- Military **conflict**
- **Economic** stability

## Standard Area - 8.3: United States History

### Grade Level - 8.3.7: GRADE 7

#### 8.3.7.A:

Classify the **social**, **political**, cultural, and **economic** contributions of individuals and groups throughout United States history.

#### 8.3.7.B:

Examine the importance of significant historical **documents**, **artifacts**, and places critical to United States history.

#### 8.3.7.C:

Compare how continuity and change have impacted U.S. history.

- **Belief systems** and religions
- Commerce and industry
- Technology

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- **Politics** and government
- Physical and **human geography**
- **Social** organizations

### 8.3.7.D:

Examine **conflict** and cooperation among groups and organizations in U.S. history.

- **Ethnicity** and race
- Working conditions
- Immigration
- Military **conflict**
- **Economic** stability

## Standard Area - 8.4: World History

### Grade Level - 8.4.7: GRADE 7

#### 8.4.7.A:

Summarize the **social**, **political**, cultural, and **economic** contributions of individuals and groups in world history.

#### 8.4.7.B:

Explain the importance of historical **documents**, **artifacts**, and sites which are critical to world history.

#### 8.4.7.C:

Differentiate how continuity and change have impacted world history.

- Belief systems and religions
- Commerce and industry
- Technology
- **Politics** and government
- Physical and **human geography**
- **Social** organizations

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### **8.4.7.D:**

Explain how **conflict** and cooperation among groups and organizations have impacted the history of the world.

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| Unit Title/Skill Set: Unit 3 – Road to the American Revolution   | Course Time Prior to Keystone/PSSA: % of time  |
|--|--|
| <p><b>Overview:</b> The students will identify, evaluate, and analyze how the relationship between Britain and the colonies fell apart. Specifically, this unit will examine the impact of the French and Indian War and British tax policies on the colonists and how it resulted in the American Revolution.</p>   | <p><b>ELL Differentiation:</b> ELL Differentiation: Language Arts<br/> <b>Speaking and Writing:</b><br/> 1.1.11.A, 1.1.11.B, 1.1.11.C, 1.5.11.A, 1.5.11.B, 1.5.11.C, 1.5.11.D, 1.5.11.E, 1.5.11.F, 1.6.11.B<br/> <b>Listening and Reading:</b><br/> 1.1.11.A, 1.1.11.D, 1.2.11.A, 1.2.11.C, 1.2.11.D, 1.2.11.E, 1.6.11.A</p>   |
| <p><b>Unit Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How did the relationship between Britain and the colonies fall apart? <ul style="list-style-type: none"> <li>○ How did the British gain French territory in North America?</li> <li>○ What was the impact of the French and Indian war on the colonies?</li> <li>○ How did the British tax policies bring colonists closer to rebellion?</li> <li>○ How did the American Revolution begin?</li> </ul> </li> </ul> | <p><b>Enrichment:</b> Students will create a Media Campaign to try and persuade colonists either to support or oppose laws passed by Parliament: Stamp Act, Sugar Act, Tea Act ... etc.</p> <p>Project ideas: Create a button, a print advertisement, a voice thread announcement to communicate viewpoint, or an I-movie.</p> |
| <p><b>PA &amp; National Content Standard(s):</b> <a href="http://www.pdesas.org/Standard/StandardsDownloads">http://www.pdesas.org/Standard/StandardsDownloads</a><br/> 8.1.7.A, 8.1.7.B, 8.1.C, 8.2.7.A, 8.2.7.B, 8.2.7.C, 8.2.7.D, 8.3.7.A, 8.3.7.B, 8.3.7.C, 8.3.7.D, 8.4.7.A, 8.4.7.B, 8.4.7.C, 8.4.7.D</p>  | <p><b>Remediation:</b></p> <ul style="list-style-type: none"> <li>• Prentice Hall America: History of Our Nation- Reading and Vocabulary Study guide. (Includes chapter summaries to help review key concepts.)</li> <li>• Teacher provided differentiated worksheets to reinforce concept as needed.</li> </ul>               |
| <p><b>Connecting to Common Core and Other Standards:</b><br/> <i>Common Core found at <a href="http://www.corestandards.org">www.corestandards.org</a>:</i> CC.8.5.9-6-8.A, CC.8.5.6-8.B., CC.8.5.6-8.C, CC.8.5.6-8.D., CC.8.5.6-8.E., CC.8.5.6-8.F., CC.8.5.6-8.G., CC.8.5.6-8.H., CC.8.5.6-8.I., CC.8.5.6-8.J., CC.8.6.6-8.A., CC.8.6.6-8.B., CC.8.6.6-8.C., CC.8.6.6-8.D., CC.8.6.6-8.E, CC.8.6.6-8.F., CC.8.6.6-8.G., CC.8.6.6-8.H., CC.8.6.6-8.I.</p>   | <p><b>IEP/GIEP:</b> Refer to individual student's educational plan under specially designed instruction.</p>   |



## 7<sup>th</sup> Grade Social Studies Curriculum

| <b>Assessment Anchors &amp; Eligible Content</b>   | <b>Unit Concepts</b><br>What students need to know   | <b>Unit Competencies</b><br>What students need to be able to do (skills)  | <b>Content Vocabulary</b>  | <b>Materials, Resources, &amp; Instructional Activities</b>   | <b>Assessments</b>  |
|--|--|---|--|---|---|
| <b>8.1.7.A</b><br><b>8.1.7.B</b><br><b>8.2.7.A</b><br><b>8.2.7.B</b><br><b>8.2.7.C</b><br><b>8.2.7.D</b><br><b>8.3.7.A</b><br><b>8.3.7.B</b><br><b>8.3.7.C</b><br><b>8.3.7.D</b><br><b>8.4.7.A</b><br><b>8.4.7.B</b><br><b>8.4.7.C</b><br><b>8.4.7.D</b> | <ul style="list-style-type: none"> <li>French and Indian War               <ul style="list-style-type: none"> <li>Albany Congress</li> <li>Fort Duquesne</li> <li>Battle of Quebec</li> </ul> </li> <li>Conflict with Native Americans               <ul style="list-style-type: none"> <li>Pontiac's War</li> <li>Proclamation of 1763</li> </ul> </li> <li>Sugar Act</li> <li>Quartering Act</li> <li>Stamp Act</li> <li>Colonists protests</li> <li>Boston Massacre</li> <li>Committees of Correspondence</li> <li>Tea Act</li> <li>Boston Tea Party</li> <li>Intolerable Acts</li> <li>Battle of Lexington and Concord</li> <li>First Continental Congress</li> <li>Second Continental Congress</li> <li>Patriots</li> <li>Loyalists</li> <li>Battle of Bunker Hill</li> </ul> | <ul style="list-style-type: none"> <li>Identify the reasons why fighting broke out between France and Britain in North America               <ul style="list-style-type: none"> <li>Identify the Ohio River Valley</li> </ul> </li> <li>Describe the early defeat of the British by the French at the beginning of the French and Indian War</li> <li>Evaluate George Washington's role as a British commander</li> <li>Explain how the British gained victory, and explain the results of the French and Indian War</li> <li>Explain the causes and effects of Pontiac's War</li> <li>Examine the various taxes imposed by the British as a result of the French and Indian War</li> <li>Describe how the colonists responded to the British tax laws</li> <li>Describe what happened during the Boston Massacre</li> <li>Identify the causes of the Boston Tea Party</li> <li>Explain how the colonists protested the Intolerable Acts</li> <li>Explain the events leading up to the</li> </ul> | <ul style="list-style-type: none"> <li>George Washington</li> <li>Militia</li> <li>Alliance</li> <li>Cede</li> <li>Duty</li> <li>Boycott</li> <li>Petition</li> <li>Writ of assistance</li> <li>John Adams</li> <li>Samuel Adams</li> <li>Paul Revere</li> <li>Patrick Henry</li> <li>Patriot</li> <li>Loyalist</li> <li>Monopoly</li> <li>Repeal</li> <li>Minuteman</li> <li>Blockade</li> <li>Mercenary</li> </ul> | <u>America: History of Our Nation: Beginnings to 1877</u><br>Textbook<br><br>Supplementary Materials<br><br>Teacher developed notes<br><br>DVD: The American Revolution (History Channel)<br><br>Jr. Scholastic Magazines<br><br>Maps, charts, graphs | <ul style="list-style-type: none"> <li>Varied formative, summative, diagnostic, and/or benchmark assessments</li> <li>Projects – individual/group</li> <li>Formal and creative writings</li> <li>Computer-generated research projects</li> <li>Journal writing</li> <li>Web based activities</li> <li>Oral presentations</li> </ul> |

## 7<sup>th</sup> Grade Social Studies Curriculum

|  |  |   |  |  |  |
|--|--|---|--|--|--|
|  |  | <p>first battle of the American Revolution</p> <ul style="list-style-type: none"><li>• Identify the issues facing the Second Continental Congress</li><li>• Describe the differences between Patriots and Loyalists</li><li>• Explain the significance of the Battle of Bunker Hill</li></ul> |  |  |  |
|--|--|---|--|--|--|

### Subject Area - 8: History

### Standard Area - 8.1: Historical Analysis and Skills Development

### Grade Level - 8.1.7: GRADE 7

#### **Standard**

##### **8.1.7.A:**

Demonstrate continuity and change over time using sequential order and **context of events**.

##### **8.1.7.B:**

Identify and use **primary and secondary sources** to analyze multiple points of view for historical events.

##### **8.1.7.C:**

Form a thesis statement on an assigned topic using appropriate **primary and secondary sources**. (Reference RWSL Standard 1.8.5 Research)

### Standard Area - 8.2: Pennsylvania History

### Grade Level - 8.2.7: GRADE 7

##### **8.2.7.A:**

## 7<sup>th</sup> Grade Social Studies Curriculum

Identify the **social, political**, cultural, and **economic** contributions of specific individuals and groups from Pennsylvania.

### **8.2.7.B:**

Identify the role of local communities as related to significant historical documents, artifacts, and places critical to Pennsylvania history.

### **8.2.7.C:**

Explain how continuity and change have impacted Pennsylvania history as related to local communities.

- Belief systems and religions
- Commerce and industry
- Technology
- Politics and government
- Physical and **human geography**
- **Social** organizations

### **8.2.7.D:**

Identify local connections and examples of **conflict** and cooperation among groups and organizations and how this impacted the history and development of Pennsylvania.

- **Ethnicity** and race
- Working conditions
- Immigration
- Military **conflict**
- **Economic** stability

## Standard Area - 8.3: United States History

### Grade Level - 8.3.7: GRADE 7

#### **8.3.7.A:**

Classify the **social, political**, cultural, and **economic** contributions of individuals and groups throughout United States history.

#### **8.3.7.B:**

## 7<sup>th</sup> Grade Social Studies Curriculum

Examine the importance of significant historical **documents, artifacts**, and places critical to United States history.

### **8.3.7.C:**

Compare how continuity and change have impacted U.S. history.

- **Belief systems** and religions
- Commerce and industry
- Technology
- **Politics** and government
- Physical and **human geography**
- **Social** organizations

### **8.3.7.D:**

Examine **conflict** and cooperation among groups and organizations in U.S. history.

- **Ethnicity** and race
- Working conditions
- Immigration
- Military **conflict**
- **Economic** stability

## Standard Area - 8.4: World History

### Grade Level - 8.4.7: GRADE 7

#### **8.4.7.A:**

Summarize the **social, political**, cultural, and **economic** contributions of individuals and groups in world history.

#### **8.4.7.B:**

Explain the importance of historical **documents, artifacts**, and sites which are critical to world history.

#### **8.4.7.C:**

## 7<sup>th</sup> Grade Social Studies Curriculum

Differentiate how continuity and change have impacted world history.

- Belief systems and religions
- Commerce and industry
- Technology
- **Politics** and government
- Physical and **human geography**
- **Social** organizations

### **8.4.7.D:**

Explain how **conflict** and cooperation among groups and organizations have impacted the history of the world.

## 7<sup>th</sup> Grade Social Studies Curriculum

|  |   |
|--|---|
| <b>Unit Title/Skill Set: Unit 4 – American Revolution</b>  | <b>Course Time Prior to Keystone/PSSA:</b> % of time<br>N/A   |
| <b>Overview:</b> The students will identify, evaluate, and analyze how the American colonists gained their independence. Specifically, this unit will examine the impact of the Declaration of Independence, the critical early years of the war, and how the Americans defeated the British.  | <b>ELL Differentiation:</b> ELL Differentiation: Language Arts<br><b>Speaking and Writing:</b><br>1.1.11.A,1.1.11.B,1.1.11.C,1.5.11.A,1.5.11.B,1.5.11.C,1.5.11.D,1.5.11.E,1.5.11.F,1.6.11.B<br><b>Listening and Reading:</b><br>1.1.11.A,1.1.11.D,1.2.11.A,1.2.11.C,1.2.11.D,1.2.11.E,1.6.11.A                          |
| <b>Unit Essential Questions:</b> <ul style="list-style-type: none"> <li>• How did the American colonists gain their independence?               <ul style="list-style-type: none"> <li>○ Why did many colonists favor declaring independence?</li> <li>○ How were the early years of the war a critical time?</li> <li>○ How did the Americans win the war?</li> </ul> </li> </ul>   | <b>Enrichment:</b> Students will hold a mock trial. Students will perform a mock trial in which they put King George III on trial for abusing the rights of the American colonists. Students will be assigned roles: jury members, lawyers and witnesses for the defense, lawyers and witnesses for the plaintiff, etc. |
| <b>PA &amp; National Content Standard(s):</b> <a href="http://www.pdesas.org/Standard/StandardsDownloads">http://www.pdesas.org/Standard/StandardsDownloads</a><br>8.1.7.A, 8.1.7.B, 8.1.C, 8.2.7.A, 8.2.7.B, 8.2.7.C, 8.2.7.D, 8.3.7.A, 8.3.7.B, 8.3.7.C, 8.3.7.D, 8.4.7.A, 8.4.7.B, 8.4.7.C, 8.4.7.D   | <b>Remediation:</b> <ul style="list-style-type: none"> <li>• Prentice Hall America: History of Our Nation- Reading and Vocabulary Study guide. (Includes chapter summaries to help review key concepts.)</li> <li>• Teacher provided differentiated worksheets to reinforce concept as needed.</li> </ul>               |
| <b>Connecting to Common Core and Other Standards:</b><br><i>Common Core found at <a href="http://www.corestandards.org">www.corestandards.org</a>:</i> CC.8.5.9-6-8.A, CC.8.5.6-8.B., CC.8.5.6-8.C, CC.8.5.6-8.D., CC.8.5.6-8.E., CC.8.5.6-8.F., CC.8.5.6-8.G., CC.8.5.6-8.H., CC.8.5.6-8.I., CC.8.5.6-8.J., CC.8.6.6-8.A., CC.8.6.6-8.B., CC.8.6.6-8.C., CC.8.6.6-8.D., CC.8.6.6-8.E, CC.8.6.6-8.F., CC.8.6.6-8.G., CC.8.6.6-8.H., CC.8.6.6-8.I | <b>IEP/GIEP:</b> Refer to individual student's educational plan under specially designed instruction.   |

## 7<sup>th</sup> Grade Social Studies Curriculum

| <b>Assessment Anchors &amp; Eligible Content</b>   | <b>Unit Concepts</b><br>What students need to know   | <b>Unit Competencies</b><br>What students need to be able to do (skills)  | <b>Content Vocabulary</b>  | <b>Materials, Resources, &amp; Instructional Activities</b>   | <b>Assessments</b>  |
|--|--|---|--|---|---|
| <b>8.1.7.A</b><br><b>8.1.7.B</b><br><b>8.2.7.A</b><br><b>8.2.7.B</b><br><b>8.2.7.C</b><br><b>8.2.7.D</b><br><b>8.3.7.A</b><br><b>8.3.7.B</b><br><b>8.3.7.C</b><br><b>8.3.7.D</b><br><b>8.4.7.A</b><br><b>8.4.7.B</b><br><b>8.4.7.C</b><br><b>8.4.7.D</b> | <ul style="list-style-type: none"> <li>Independence Declared               <ul style="list-style-type: none"> <li>Common Sense</li> <li>Virginia Resolution</li> </ul> </li> <li>Declaration of Independence               <ul style="list-style-type: none"> <li>Natural Rights</li> <li>List of Grievances</li> </ul> </li> <li>American Revolution               <ul style="list-style-type: none"> <li>Retreat from New York</li> <li>Crossing the Delaware</li> <li>Battle of Trenton and Princeton</li> <li>Fort Ticonderoga</li> <li>Battle of Saratoga</li> <li>French Alliance</li> <li>Valley Forge</li> <li>African Americans in the war</li> <li>Women's role</li> <li>Frontier fighting</li> <li>Spanish support</li> <li>Continental Navy</li> <li>Victory in Yorktown</li> </ul> </li> <li>Treaty of Paris</li> <li>George Washington's retirement</li> <li>Impact of the Revolution</li> </ul> | <ul style="list-style-type: none"> <li>Explain how Thomas Paine stirred support for independence</li> <li>Understand the meaning and structure of the Declaration of Independence</li> <li>Identify the effects of the Declaration of Independence</li> <li>Describe the results of the fighting in the Middle States</li> <li>Explain the impact of Washington crossing the Delaware River</li> <li>Understand why the Battle of Saratoga was a turning point in the war</li> <li>Explain how foreign nations and volunteers helped the Americans</li> <li>Identify significant events of Valley Forge</li> <li>Explain the impact African Americans played during the revolution</li> <li>Describe how the war affected women</li> <li>Learn about the progress of the fighting on the western frontier</li> <li>Explain how the Continental Navy affected the war</li> <li>Identify the importance of the contribution of European nations to the colonists' victory</li> <li>Describe how the Americans won the final battle of the Revolution</li> <li>Identify the terms of the peace treaty</li> </ul> | <ul style="list-style-type: none"> <li>Thomas Paine</li> <li>Thomas Jefferson</li> <li>Benjamin Franklin</li> <li>John Adams</li> <li>Richard Henry Lee</li> <li>Resolution</li> <li>Preamble</li> <li>Grievance</li> <li>George Washington</li> <li>Nathan Hale</li> <li>Mercenary</li> <li>Marquis de Lafayette</li> <li>Cavalry</li> <li>Friedrich von Steuben</li> <li>Enlist</li> <li>Civilian</li> <li>Continental</li> <li>George Rogers Clark</li> <li>John Paul Jones</li> <li>Privateer</li> </ul> | <p><u>America: History of Our Nation: Beginnings to 1877</u><br/>Textbook</p> <p>Supplementary Materials</p> <p>Teacher developed notes</p> <p>DVD:<br/>The American Revolution (History.com)</p> <p>Jr. Scholastic Magazines</p> <p>Maps, charts, graphs</p> | <ul style="list-style-type: none"> <li>Varied formative, summative, diagnostic, and/or benchmark assessments</li> <li>Projects – individual/group</li> <li>Formal and creative writings</li> <li>Computer-generated research projects</li> <li>Journal writing</li> <li>Web based activities</li> <li>Oral presentations</li> </ul> |

## 7<sup>th</sup> Grade Social Studies Curriculum

|  |  |   |  |  |  |
|--|--|---|--|--|--|
|  |  | <p>with England</p> <ul style="list-style-type: none"><li>• Examine the effects of the American Revolution on society</li></ul> | <ul style="list-style-type: none"><li>• Charles Cornwallis</li><li>• Guerrilla</li><li>• Francis Marion</li><li>• Nathanael Greene</li><li>• Benedict Arnold</li><li>• traitor</li></ul> |  |  |
|--|--|---|--|--|--|

### Subject Area - 8: History

### Standard Area - 8.1: Historical Analysis and Skills Development

### Grade Level - 8.1.7: GRADE 7

#### **Standard**

##### **8.1.7.A:**

Demonstrate continuity and change over time using sequential order and **context of events**.

##### **8.1.7.B:**

Identify and use **primary and secondary sources** to analyze multiple points of view for historical events.

##### **8.1.7.C:**

Form a thesis statement on an assigned topic using appropriate **primary and secondary sources**. (Reference RWSL Standard 1.8.5 Research)

### Standard Area - 8.2: Pennsylvania History



## 7<sup>th</sup> Grade Social Studies Curriculum

### Grade Level - 8.2.7: GRADE 7

#### **8.2.7.A:**

Identify the **social**, **political**, cultural, and **economic** contributions of specific individuals and groups from Pennsylvania.

#### **8.2.7.B:**

Identify the role of local communities as related to significant historical documents, artifacts, and places critical to Pennsylvania history.

#### **8.2.7.C:**

Explain how continuity and change have impacted Pennsylvania history as related to local communities.

- Belief systems and religions
- Commerce and industry
- Technology
- Politics and government
- Physical and **human geography**
- **Social** organizations

#### **8.2.7.D:**

Identify local connections and examples of **conflict** and cooperation among groups and organizations and how this impacted the history and development of Pennsylvania.

- **Ethnicity** and race
- Working conditions
- Immigration
- Military **conflict**
- **Economic** stability

### Standard Area - 8.3: United States History

### Grade Level - 8.3.7: GRADE 7

## 7<sup>th</sup> Grade Social Studies Curriculum

### 8.3.7.A:

Classify the **social**, **political**, cultural, and **economic** contributions of individuals and groups throughout United States history.

### 8.3.7.B:

Examine the importance of significant historical **documents**, **artifacts**, and places critical to United States history.

### 8.3.7.C:

Compare how continuity and change have impacted U.S. history.

- **Belief systems** and religions
- Commerce and industry
- Technology
- **Politics** and government
- Physical and **human geography**
- **Social** organizations

### 8.3.7.D:

Examine **conflict** and cooperation among groups and organizations in U.S. history.

- **Ethnicity** and race
- Working conditions
- Immigration
- Military **conflict**
- **Economic** stability

## Standard Area - 8.4: World History

### Grade Level - 8.4.7: GRADE 7

### 8.4.7.A:

Summarize the **social**, **political**, cultural, and **economic** contributions of individuals and groups in world history.

## 7<sup>th</sup> Grade Social Studies Curriculum

### **8.4.7.B:**

Explain the importance of historical **documents, artifacts**, and sites which are critical to world history.

### **8.4.7.C:**

Differentiate how continuity and change have impacted world history.

- Belief systems and religions
- Commerce and industry
- Technology
- **Politics** and government
- Physical and **human geography**
- **Social** organizations

### **8.4.7.D:**

Explain how **conflict** and cooperation among groups and organizations have impacted the history of the world.

## 7<sup>th</sup> Grade Social Studies Curriculum

|   |  |
|---|--|
| <b>Unit Title/Skill Set: Unit 5 – Creating the Constitution</b>   | <b>Course Time Prior to Keystone/PSSA: % of time</b>   |
| <b>Overview:</b> The students will identify, evaluate, and analyze the events crucial to the development of the United States Constitution.   | <b>ELL Differentiation:</b><br><b>Language Arts</b><br><b>Speaking and Writing:</b><br>1.1.11.A,1.1.11.B,1.1.11.C,1.5.11.A,1.5.11.B,1.5.11.C,1.5.11.D,1.5.11.E,1.5.11.F,1.6.11.B<br><b>Listening and Reading:</b><br>1.1.11.A,1.1.11.D,1.2.11.A,1.2.11.C,1.2.11.D,1.2.11.E,1.6.11.A  |
| <b>Unit Essential Questions:</b> <ul style="list-style-type: none"> <li>• What were the roots of democracy?</li> <li>• What are the essential elements that lead to the development of the Constitution?               <ul style="list-style-type: none"> <li>○ How did the Articles of Confederation influence the creation of the Constitution?</li> <li>○ What were the main compromises that resulted from the Constitutional Convention?</li> <li>○ What was needed for ratification of the Constitution?</li> </ul> </li> </ul> | <b>Enrichment:</b><br>Research Ancient Greek democracy and create a multimedia presentation illustrating how it developed<br><br>Draw a portrait of two members of the Constitutional Convention and write a Compare/contrast essay detailing the similarities and differences.<br><br>Read and amend the original Virginia plan and New Jersey Plan |
| <b>PA &amp; National Content Standard(s):</b> <a href="http://www.pdesas.org/Standard/StandardsDownloads">http://www.pdesas.org/Standard/StandardsDownloads</a><br>8.1.7.A, 8.1.7.B, 8.1.C, 8.2.7.A, 8.2.7.B, 8.2.7.C, 8.2.7.D, 8.3.7.A, 8.3.7.B, 8.3.7.C, 8.3.7.D, 8.4.7.A, 8.4.7.B, 8.4.7.C, 8.4.7.D  | <b>Remediation:</b> <ul style="list-style-type: none"> <li>• Prentice Hall America: History of Our Nation- Reading and Vocabulary Study guide. (Includes chapter summaries to help review key concepts.)</li> <li>• Teacher provided differentiated worksheets to reinforce concept as needed.</li> </ul>  |
| <b>Connecting to Common Core and Other Standards:</b><br><i>Common Core found at <a href="http://www.corestandards.org">www.corestandards.org</a>:</i> CC.8.5.9-6-8.A, CC.8.5.6-8.B., CC.8.5.6-8.C, CC.8.5.6-8.D., CC.8.5.6-8.E., CC.8.5.6-8.F., CC.8.5.6-8.G., CC.8.5.6-8.H., CC.8.5.6-8.I., CC.8.5.6-8.J., CC.8.6.6-8.A., CC.8.6.6-8.B., CC.8.6.6-8.C., CC.8.6.6-8.D., CC.8.6.6-8.E, CC.8.6.6-8.F., CC.8.6.6-8.G., CC.8.6.6-8.H., CC.8.6.6-8.I.<br>8.Click here to enter text.  | <b>IEP/GIEP:</b> Refer to individual student's educational plan under specially designed instruction.  |

## 7<sup>th</sup> Grade Social Studies Curriculum

| <b>Assessment Anchors &amp; Eligible Content</b>   | <b>Unit Concepts</b><br>What students need to know   | <b>Unit Competencies</b><br>What students need to be able to do (skills)   | <b>Content Vocabulary</b>  | <b>Materials, Resources, &amp; Instructional Activities</b>   | <b>Assessments</b>  |
|--|--|--|--|---|---|
| <b>8.1.7.A</b><br><b>8.1.7.B</b><br><b>8.2.7.A</b><br><b>8.2.7.B</b><br><b>8.2.7.C</b><br><b>8.2.7.D</b><br><b>8.3.7.A</b><br><b>8.3.7.B</b><br><b>8.3.7.C</b><br><b>8.3.7.D</b><br><b>8.4.7.A</b><br><b>8.4.7.B</b><br><b>8.4.7.C</b><br><b>8.4.7.D</b> | <ul style="list-style-type: none"> <li>State Constitutions</li> <li>Articles of Confederation <ul style="list-style-type: none"> <li>Domestic and Foreign problems</li> <li>Shay's Rebellion</li> </ul> </li> <li>Constitutional Convention</li> <li>The Virginia Plan</li> <li>The New Jersey Plan</li> <li>The Great Compromise</li> <li>Slavery <ul style="list-style-type: none"> <li>3/5 Compromise</li> <li>Slave trade within the U.S.</li> </ul> </li> <li>Federalist position</li> <li>Antifederalist position</li> <li>Bill of Rights</li> </ul> | <ul style="list-style-type: none"> <li>Deduce the potential problems generated by separate state constitutions</li> <li>Examine the problems with the power structure of the Articles of Confederation</li> <li>Develop a plan to solve the domestic and foreign affairs problems associated with the Articles of Confederation</li> <li>Determine the cause and effect of Shay's rebellion</li> <li>Identify the goal of the delegates at the convention</li> <li>Explore how the New Jersey Plan favors the small states</li> <li>Explore how the Virginia Plan favors the more populated states</li> <li>Formulate a solution for the federalism debate</li> <li>Summarize the Great Compromise</li> <li>Construct an argument for the need to end slavery</li> <li>Critique the 3/5 Compromise</li> <li>Assess the impact of the agreement to end slavery</li> </ul> | <ul style="list-style-type: none"> <li>constitution</li> <li>executive</li> <li>legislative</li> <li>economic depression</li> <li>Daniel Shays</li> <li>Roger Sherman</li> <li>James Wilson</li> <li>William Paterson</li> <li>Benjamin Franklin</li> <li>George Washington</li> <li>John Hancock</li> <li>James Madison</li> <li>John Adams</li> <li>Thomas Jefferson</li> <li>Gouverneur Morris</li> <li>Alexander Hamilton</li> <li>John Jay</li> <li>George</li> </ul> | <p><u>America: History of Our Nation: Beginnings to 1877</u><br/>Textbook</p> <p>Supplementary Materials</p> <p>Teacher developed notes</p> <p>DVD support</p> <p>Primary and secondary source readings</p> <p>Maps, charts, graphs</p> | <ul style="list-style-type: none"> <li>Varied formative, summative, diagnostic, and/or benchmark assessments</li> <li>Projects – individual/group</li> <li>Formal and creative writings</li> <li>Computer-generated research projects</li> <li>Journal writing</li> <li>Web based activities</li> <li>Oral presentations</li> </ul> |

## 7<sup>th</sup> Grade Social Studies Curriculum

|  |  |  |   |  |  |
|--|--|--|---|--|--|
|  |  | importation <ul style="list-style-type: none"> <li>• Compare/Contrast the beliefs of the Federalists and Anti-Federalists</li> <li>• Summarize the basic rights found within the Bill of Rights</li> </ul> | Mason <ul style="list-style-type: none"> <li>• Patrick Henry</li> <li>• Philadelphia</li> <li>• compromise</li> <li>• judicial</li> <li>• Pennsylvania statehouse</li> <li>• free person</li> <li>• bicameral</li> <li>• Congress</li> <li>• Ratify</li> <li>• Flexible</li> <li>• amendment</li> </ul> |  |  |
|--|--|--|---|--|--|

### Subject Area - 8: History

### Standard Area - 8.1: Historical Analysis and Skills Development

### Grade Level - 8.1.7: GRADE 7

#### **Standard**

#### **8.1.7.A:**

Demonstrate continuity and change over time using sequential order and **context of events**.

#### **8.1.7.B:**

## 7<sup>th</sup> Grade Social Studies Curriculum

Identify and use **primary and secondary sources** to analyze multiple points of view for historical events.

### Standard Area - 8.2: Pennsylvania History

#### Grade Level - 8.2.7: GRADE 7

##### **8.2.7.A:**

Identify the **social, political**, cultural, and **economic** contributions of specific individuals and groups from Pennsylvania.

##### **8.2.7.B:**

Identify the role of local communities as related to significant historical documents, artifacts, and places critical to Pennsylvania history.

##### **8.2.7.C:**

Explain how continuity and change have impacted Pennsylvania history as related to local communities.

- Belief systems and religions
- Commerce and industry
- Technology
- Politics and government
- Physical and **human geography**
- **Social** organizations

##### **8.2.7.D:**

Identify local connections and examples of **conflict** and cooperation among groups and organizations and how this impacted the history and development of Pennsylvania.

- **Ethnicity** and race
- Working conditions
- Immigration
- Military **conflict**

## 7<sup>th</sup> Grade Social Studies Curriculum

- **Economic** stability

### Standard Area - 8.3: United States History

#### Grade Level - 8.3.7: GRADE 7

##### **8.3.7.A:**

Classify the **social**, **political**, cultural, and **economic** contributions of individuals and groups throughout United States history.

##### **8.3.7.B:**

Examine the importance of significant historical **documents**, **artifacts**, and places critical to United States history.

##### **8.3.7.C:**

Compare how continuity and change have impacted U.S. history.

- **Belief systems** and religions
- Commerce and industry
- Technology
- **Politics** and government
- Physical and **human geography**
- **Social** organizations

##### **8.3.7.D:**

Examine **conflict** and cooperation among groups and organizations in U.S. history.

- **Ethnicity** and race
- Working conditions
- Immigration
- Military **conflict**
- **Economic** stability

### Standard Area - 8.4: World History



## 7<sup>th</sup> Grade Social Studies Curriculum

### Grade Level - 8.4.7: GRADE 7

#### **8.4.7.A:**

Summarize the **social, political**, cultural, and **economic** contributions of individuals and groups in world history.

#### **8.4.7.B:**

Explain the importance of historical **documents, artifacts**, and sites which are critical to world history.

#### **8.4.7.C:**

Differentiate how continuity and change have impacted world history.

- Belief systems and religions
- Commerce and industry
- Technology
- **Politics** and government
- Physical and **human geography**
- **Social** organizations

#### **8.4.7.D:**

Explain how **conflict** and cooperation among groups and organizations have impacted the history of the world.

## 7<sup>th</sup> Grade Social Studies Curriculum

| Unit Title/Skill Set: Unit 6 - United States Constitution   | Course Time Prior to Keystone/PSSA: % of time  |
|---|--|
| <p><b>Overview:</b> The students will identify, evaluate, and analyze the structure of the Constitution as well as the impact the Constitution had on the development of government of the United States. Students will demonstrate a working understanding of the functions, levels, and amendment process of the United States Constitution. They will also explore the rights and responsibilities of what it is to be an American citizen.</p>  | <p><b>ELL Differentiation:</b><br/> <b>Language Arts</b><br/> <b>Speaking and Writing:</b><br/>           1.1.11.A,1.1.11.B,1.1.11.C,1.5.11.A,1.5.11.B,1.5.11.C,1.5.11.D,1.5.11.E,1.5.11.F,1.6.11.B<br/> <b>Listening and Reading:</b><br/>           1.1.11.A,1.1.11.D,1.2.11.A,1.2.11.C,1.2.11.D,1.2.11.E,1.6.11.A</p>   |
| <p><b>Unit Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What is the structure of the Constitution?</li> <li>• What are the primary functions of the Constitution?</li> <li>• What are the different levels of government as defined in the Constitution?</li> <li>• What are the rights and responsibilities of citizens listed or implied in the Constitution?</li> <li>• How can the Constitution be amended?</li> </ul> | <p><b>Enrichment:</b><br/>           Write an assessment of the Constitution as compared to dictatorships and monarchies</p> <p>Research current court cases related to the Bill of Rights and predict the outcome</p> <p>Research the National Archives for supporting documents to the Constitution and create a podcast to explain how the documents contributed to the development of the Constitution</p> <p>Deliver a persuasive speech detailing the need for a new amendment to the Constitution based on a current social issue</p> |
| <p><b>PA &amp; National Content Standard(s):</b> <a href="http://www.pdesas.org/Standard/StandardsDownloads">http://www.pdesas.org/Standard/StandardsDownloads</a><br/>           8.1.7.A, 8.1.7.B, 8.1.C, 8.2.7.A, 8.2.7.B, 8.2.7.C, 8.2.7.D, 8.3.7.A, 8.3.7.B, 8.3.7.C, 8.3.7.D, 8.4.7.A, 8.4.7.B, 8.4.7.C, 8.4.7.D</p>   | <p><b>Remediation:</b></p> <ul style="list-style-type: none"> <li>• Prentice Hall America: History of Our Nation-Reading and Vocabulary Study guide. (Includes chapter summaries to help review key concepts.)</li> <li>• Teacher provided differentiated worksheets to reinforce concept as needed.</li> </ul>  |

## 7<sup>th</sup> Grade Social Studies Curriculum

### Connecting to Common Core and Other Standards:

Common Core found at [www.corestandards.org](http://www.corestandards.org): CC.8.5.9-6-8.A, CC.8.5.6-8.B., CC.8.5.6-8.C, CC.8.5.6-8.D., CC.8.5.6-8.E., CC.8.5.6-8.F., CC.8.5.6-8.G., CC.8.5.6-8.H., CC.8.5.6-8.I., CC.8.5.6-8.J., CC.8.6.6-8.A., CC.8.6.6-8.B., CC.8.6.6-8.C., CC.8.6.6-8.D., CC.8.6.6-8.E, CC.8.6.6-8.F., CC.8.6.6-8.G., CC.8.6.6-8.H., CC.8.6.6-8.

**IEP/GIEP:** Refer to individual student's educational plan under specially designed instruction.

| Assessment Anchors & Eligible Content  | Unit Concepts<br>What students need to know   | Unit Competencies<br>What students need to be able to do (skills)  | Content Vocabulary  | Materials, Resources, & Instructional Activities  | Assessments   |
|--|---|--|---|---|---|
| 8.1.7.A<br>8.1.7.B<br><b>8.2.7.A</b><br><b>8.2.7.B</b><br><b>8.2.7.C</b><br><b>8.2.7.D</b><br><b>8.3.7.A</b><br><b>8.3.7.B</b><br><b>8.3.7.C</b><br><b>8.3.7.D</b><br><b>8.4.7.A</b><br><b>8.4.7.B</b><br><b>8.4.7.C</b><br><b>8.4.7.D</b> | <ul style="list-style-type: none"> <li>Foundation of democracy</li> <li>Republic vs. Direct Democracy</li> <li>The goals of the preamble</li> <li>The articles of the Constitution</li> <li>Principles of the Constitution</li> <li>Federalism</li> <li>Division of power</li> <li>Powers of the Executive branch</li> <li>Powers of the Legislative branch</li> <li>Senate</li> <li>House of Representatives</li> <li>Powers of the Judicial branch</li> </ul> | <ul style="list-style-type: none"> <li>Identify and examine the origin of democracy</li> <li>Compare/contrast the characteristics of a republic to a direct democracy</li> <li>Examine the rights derived from the Magna Carta and English Bill of Rights</li> <li>Recite and interpret the goals of the preamble of the Constitution</li> <li>Interpret the 7 principles of the Constitution</li> <li>Compare/Contrast the powers of the state and federal government</li> <li>Identify the powers and members of the Legislative, Executive, and Judicial branches</li> <li>Model how a bill becomes a law</li> <li>Explain how the President is elected</li> <li>Compare/Contrast state and federal courts</li> <li>Critique Supreme Court decisions</li> </ul> | <ul style="list-style-type: none"> <li>amend</li> <li>appeal</li> <li>bill</li> <li>censorship</li> <li>checks &amp; balances</li> <li>citizen</li> <li>direct democracy</li> <li>republic</li> <li>monarchy</li> <li>dissent</li> <li>federalism</li> <li>habeas corpus</li> <li>jurisdiction</li> <li>libel</li> <li>naturalization</li> <li>limited government</li> <li>popular sovereignty</li> </ul> | <p><u>America: History of Our Nation: Beginnings to 1877</u><br/>Textbook</p> <p>Supplementary Materials</p> <p>Teacher developed notes</p> <p>DVD support</p> <p>Primary and secondary source readings</p> <p>Maps, charts, graphs</p> | <ul style="list-style-type: none"> <li>Varied formative, summative, diagnostic, and/or benchmark assessments</li> <li>Projects – individual/group</li> <li>Formal and creative writings</li> <li>Computer-generated research projects</li> <li>Journal writing</li> <li>Web based activities</li> <li>Oral presentations</li> </ul> |

## 7<sup>th</sup> Grade Social Studies Curriculum

|  |  |   |  |  |  |
|--|--|---|--|--|--|
|  | <ul style="list-style-type: none"> <li>• Supreme Court</li> <li>• Judicial Review</li> <li>• Checks and balances</li> <li>• Amendment process</li> <li>• The Bill of Rights</li> <li>• Amendments</li> <li>• Citizenship</li> <li>• Rights &amp; responsibilities</li> </ul> | <ul style="list-style-type: none"> <li>• Describe the amendment process</li> <li>• Identify the rights guaranteed by the Bill of Rights</li> <li>• Identify all 27 amendments to the Constitution</li> <li>• Explain the three requirements to be an American citizen</li> <li>• Describe the naturalization process</li> <li>• Compile a list of rights and responsibilities of American citizens</li> </ul> | <ul style="list-style-type: none"> <li>• private property</li> <li>• ratify</li> <li>• repeal</li> <li>• unconstitutional</li> <li>• precedent</li> <li>• separation of powers</li> <li>• override</li> <li>• veto</li> <li>• Magna Carta</li> <li>• English Bill of Rights</li> </ul> |  |  |
|--|--|---|--|--|--|

### Subject Area - 8: History

### Standard Area - 8.1: Historical Analysis and Skills Development

### Grade Level - 8.1.7: GRADE 7

#### **Standard**

#### **8.1.7.A:**

Demonstrate continuity and change over time using sequential order and **context of events**.

#### **8.1.7.B:**

## 7<sup>th</sup> Grade Social Studies Curriculum

Identify and use **primary and secondary sources** to analyze multiple points of view for historical events.

### **8.1.7.C:**

Form a thesis statement on an assigned topic using appropriate **primary and secondary sources**. (Reference RWSL Standard 1.8.5 Research)

## Standard Area - 8.2: Pennsylvania History

### Grade Level - 8.2.7: GRADE 7

#### **8.2.7.A:**

Identify the **social, political**, cultural, and **economic** contributions of specific individuals and groups from Pennsylvania.

#### **8.2.7.B:**

Identify the role of local communities as related to significant historical documents, artifacts, and places critical to Pennsylvania history.

#### **8.2.7.C:**

Explain how continuity and change have impacted Pennsylvania history as related to local communities.

- Belief systems and religions
- Commerce and industry
- Technology
- Politics and government
- Physical and **human geography**
- **Social** organizations

#### **8.2.7.D:**

Identify local connections and examples of **conflict** and cooperation among groups and organizations and how this impacted the history and development of Pennsylvania.

- **Ethnicity** and race
- Working conditions

## 7<sup>th</sup> Grade Social Studies Curriculum

- Immigration
- Military **conflict**
- **Economic** stability

### Standard Area - 8.3: United States History

#### Grade Level - 8.3.7: GRADE 7

##### **8.3.7.A:**

Classify the **social**, **political**, cultural, and **economic** contributions of individuals and groups throughout United States history.

##### **8.3.7.B:**

Examine the importance of significant historical **documents**, **artifacts**, and places critical to United States history.

##### **8.3.7.C:**

Compare how continuity and change have impacted U.S. history.

- **Belief systems** and religions
- Commerce and industry
- Technology
- **Politics** and government
- Physical and **human geography**
- **Social** organizations

##### **8.3.7.D:**

Examine **conflict** and cooperation among groups and organizations in U.S. history.

- **Ethnicity** and race
- Working conditions
- Immigration
- Military **conflict**
- **Economic** stability

## 7<sup>th</sup> Grade Social Studies Curriculum

### Standard Area - 8.4: World History

#### Grade Level - 8.4.7: GRADE 7

##### **8.4.7.A:**

Summarize the **social, political**, cultural, and **economic** contributions of individuals and groups in world history.

##### **8.4.7.B:**

Explain the importance of historical **documents, artifacts**, and sites which are critical to world history.

##### **8.4.7.C:**

Differentiate how continuity and change have impacted world history.

- Belief systems and religions
- Commerce and industry
- Technology
- **Politics** and government
- Physical and **human geography**
- **Social** organizations

##### **8.4.7.D:**

Explain how **conflict** and cooperation among groups and organizations have impacted the history of the world.

## 7<sup>th</sup> Grade Social Studies Curriculum

|   |   |
|---|---|
| <b>Unit Title/Skill Set: Unit 7 - Birth of a New Nation</b>   | <b>Course Time Prior to Keystone/PSSA: % of time</b>  |
| <b>Overview:</b> The students will identify, evaluate, and analyze how Americans responded to internal and external challenges during the early years of the new nation.  | <b>ELL Differentiation:</b><br><b>Language Arts</b><br><b>Speaking and Writing:</b><br>1.1.11.A,1.1.11.B,1.1.11.C,1.5.11.A,1.5.11.B,1.5.11.C,1.5.11.D,1.5.11.E,1.5.11.F,1.6.11.B<br><b>Listening and Reading:</b><br>1.1.11.A,1.1.11.D,1.2.11.A,1.2.11.C,1.2.11.D,1.2.11.E,1.6.11.A   |
| <b>Unit Essential Questions:</b> <ul style="list-style-type: none"> <li>• What role did George Washington play in the development of the new nation?</li> <li>• What circumstances led to the development of political parties?</li> <li>• What were the differences between the Federalists and Republicans?</li> <li>• What affect did foreign influence have on the United States?</li> </ul>  | <b>Enrichment:</b><br>Create an illustrated pamphlet outlining the contributions of George Washington to the birth of America<br><br>Choose a current political leader and write an essay explaining whether that person would be a Federalist or Republican<br><br>Research local Native American tribes and give an oral presentation about their impact on the development of the local area<br><br>Create a political cartoon relating the French Revolution to America |
| <b>PA &amp; National Content Standard(s):</b> <a href="http://www.pdesas.org/Standard/StandardsDownloads">http://www.pdesas.org/Standard/StandardsDownloads</a><br>8.1.7.A, 8.1.7.B, 8.1.C, 8.2.7.A, 8.2.7.B, 8.2.7.C, 8.2.7.D, 8.3.7.A, 8.3.7.B, 8.3.7.C, 8.3.7.D, 8.4.7.A, 8.4.7.B, 8.4.7.C, 8.4.7.D  | <b>Remediation:</b> <ul style="list-style-type: none"> <li>• Prentice Hall America: History of Our Nation- Reading and Vocabulary Study guide. (Includes chapter summaries to help review key concepts.)</li> <li>• Teacher provided differentiated worksheets to reinforce concept as needed.</li> </ul>   |
| <b>Connecting to Common Core and Other Standards:</b><br><i>Common Core found at <a href="http://www.corestandards.org">www.corestandards.org</a>:</i> CC.8.5.9-6-8.A, CC.8.5.6-8.B., CC.8.5.6-8.C, CC.8.5.6-8.D., CC.8.5.6-8.E., CC.8.5.6-8.F., CC.8.5.6-8.G., CC.8.5.6-8.H., CC.8.5.6-8.I., CC.8.5.6-8.J., CC.8.6.6-8.A., CC.8.6.6-8.B., CC.8.6.6-8.C., CC.8.6.6-8.D., CC.8.6.6-8.E, CC.8.6.6-8.F., CC.8.6.6-8.G., CC.8.6.6-8.H., CC.8.6.6-8. | <b>IEP/GIEP:</b> Refer to individual student’s educational plan under specially designed instruction.   |



## 7<sup>th</sup> Grade Social Studies Curriculum

| <b>Assessment Anchors &amp; Eligible Content</b>   | <b>Unit Concepts</b><br>What students need to know   | <b>Unit Competencies</b><br>What students need to be able to do (skills)   | <b>Content Vocabulary</b>   | <b>Materials, Resources, &amp; Instructional Activities</b>   | <b>Assessments</b>   |
|--|--|--|---|---|--|
| <b>8.1.7.A</b><br><b>8.1.7.B</b><br><b>8.2.7.A</b><br><b>8.2.7.B</b><br><b>8.2.7.C</b><br><b>8.2.7.D</b><br><b>8.3.7.A</b><br><b>8.3.7.B</b><br><b>8.3.7.C</b><br><b>8.3.7.D</b><br><b>8.4.7.A</b><br><b>8.4.7.B</b><br><b>8.4.7.C</b><br><b>8.4.7.D</b> | <ul style="list-style-type: none"> <li>George Washington's influence on the new government</li> <li>Organization of the new government</li> <li>The first economic crisis</li> <li>Alexander Hamilton's role in solving economic crisis</li> <li>The Whiskey Rebellion</li> <li>The beginnings of political parties</li> <li>Federalists vs. Republicans</li> <li>Jefferson and Hamilton's role in the first political parties</li> <li>Significance of John Adams' presidency</li> <li>Conflict with Native Americans</li> <li>The impact of the French Revolution</li> <li>Washington's accomplishments as President</li> <li>Trouble with France</li> </ul> | <ul style="list-style-type: none"> <li>Describe how the new government was organized</li> <li>Identify &amp; describe the departments in the first cabinet</li> <li>Identify and describe the leaders of the first cabinet</li> <li>Summarize the federal court system set up by the Judiciary Act of 1789</li> <li>Describe America's first financial crisis</li> <li>Explore and evaluate Alexander Hamilton's solution to the first financial crisis</li> <li>Identify the cause and outcome of the of the Whiskey Rebellion</li> <li>Infer how Washington's response to the Whiskey Rebellion set a course for handling future crisis</li> <li>Explain the beginning of political parties</li> <li>Compare/Contrast Republicans and Federalists</li> </ul> | <ul style="list-style-type: none"> <li>Inauguration</li> <li>Precedent</li> <li>Cabinet</li> <li>The Judiciary Act of 1789</li> <li>Debt</li> <li>Bonds</li> <li>Speculators</li> <li>Impose</li> <li>Alexander Hamilton</li> <li>Unconstitutional</li> <li>Whiskey Rebellion</li> <li>Tariff</li> <li>Faction</li> <li>James Madison</li> <li>Thomas Jefferson</li> <li>Hostile</li> <li>Republicans</li> <li>Federalists</li> <li>John Adams</li> <li>Northwest Territory</li> <li>Anthony Wayne</li> <li>Treaty of Greenville</li> <li>French</li> </ul> | <p><u>America: History of Our Nation: Beginnings to 1877</u><br/>Textbook</p> <p>Supplementary Materials</p> <p>Teacher developed notes</p> <p>DVD support</p> <p>Primary and secondary source readings</p> <p>Maps, charts, graphs</p> | <ul style="list-style-type: none"> <li>Projects – individual/group</li> <li>Formal and creative writings</li> <li>Computer-generated research projects</li> <li>Journal writing</li> <li>Web based activities</li> <li>Oral presentations</li> </ul> |

## 7<sup>th</sup> Grade Social Studies Curriculum

|  |  |   |  |  |  |
|--|--|---|--|--|--|
|  | <ul style="list-style-type: none"> <li>The affect of the Alien and Sedition Act</li> </ul> | <ul style="list-style-type: none"> <li>Describe how George Washington set a precedent for limiting the power of the office of President</li> <li>Describe the troubles with the Native Americans and the impact of the Treaty of Greenville on the growth of the country</li> <li>Evaluate and explain the impact of the French Revolution on America</li> <li>Highlight the main accomplishments of George Washington's presidency</li> <li>Summarize the difficulties of John Adams' presidency</li> <li>Identify and evaluate the main provisions of the Alien and Sedition Acts</li> <li>Critique the claims for more state's rights</li> </ul> | <p>Revolution</p> <ul style="list-style-type: none"> <li>Neutral</li> <li>Impressment</li> <li>John Jay</li> <li>Jay Treaty</li> <li>XYZ affair</li> <li>The Alien and Sedition Acts</li> <li>Alien</li> <li>Sedition</li> <li>Nullify</li> <li>States rights</li> </ul> |  |  |
|--|--|---|--|--|--|

**Subject Area - 8: History**

**Standard Area - 8.1: Historical Analysis and Skills Development**

**Grade Level - 8.1.7: GRADE 7**

## 7<sup>th</sup> Grade Social Studies Curriculum

### Standard

#### **8.1.7.A:**

Demonstrate continuity and change over time using sequential order and **context of events**.

#### **8.1.7.B:**

Identify and use **primary and secondary sources** to analyze multiple points of view for historical events.

#### **8.1.7.C:**

Form a thesis statement on an assigned topic using appropriate **primary and secondary sources**. (Reference RWSL Standard 1.8.5 Research)

### Standard Area - 8.2: Pennsylvania History

#### Grade Level - 8.2.7: GRADE 7

#### **8.2.7.A:**

Identify the **social, political**, cultural, and **economic** contributions of specific individuals and groups from Pennsylvania.

#### **8.2.7.B:**

Identify the role of local communities as related to significant historical documents, artifacts, and places critical to Pennsylvania history.

#### **8.2.7.C:**

Explain how continuity and change have impacted Pennsylvania history as related to local communities.

- Belief systems and religions
- Commerce and industry
- Technology
- Politics and government
- Physical and **human geography**
- **Social** organizations

## 7<sup>th</sup> Grade Social Studies Curriculum

### 8.2.7.D:

Identify local connections and examples of **conflict** and cooperation among groups and organizations and how this impacted the history and development of Pennsylvania.

- **Ethnicity** and race
- Working conditions
- Immigration
- Military **conflict**
- **Economic** stability

### Standard Area - 8.3: United States History

#### Grade Level - 8.3.7: GRADE 7

### 8.3.7.A:

Classify the **social**, **political**, cultural, and **economic** contributions of individuals and groups throughout United States history.

### 8.3.7.B:

Examine the importance of significant historical **documents**, **artifacts**, and places critical to United States history.

### 8.3.7.C:

Compare how continuity and change have impacted U.S. history.

- **Belief systems** and religions
- Commerce and industry
- Technology
- **Politics** and government
- Physical and **human geography**
- **Social** organizations

### 8.3.7.D:

Examine **conflict** and cooperation among groups and organizations in U.S. history.

## 7<sup>th</sup> Grade Social Studies Curriculum

- **Ethnicity** and race
- Working conditions
- Immigration
- Military **conflict**
- **Economic** stability

### Standard Area - 8.4: World History

#### Grade Level - 8.4.7: GRADE 7

##### **8.4.7.A:**

Summarize the **social**, **political**, cultural, and **economic** contributions of individuals and groups in world history.

##### **8.4.7.B:**

Explain the importance of historical **documents**, **artifacts**, and sites which are critical to world history.

##### **8.4.7.C:**

Differentiate how continuity and change have impacted world history.

- Belief systems and religions
- Commerce and industry
- Technology
- **Politics** and government
- Physical and **human geography**
- **Social** organizations

##### **8.4.7.D:**

Explain how **conflict** and cooperation among groups and organizations have impacted the history of the world.

## 7<sup>th</sup> Grade Social Studies Curriculum

|   |   |
|---|---|
| <b>Unit Title/Skill Set: Unit 8 - Expanding Nation</b>  | <b>Course Time Prior to Keystone/PSSA: % of time</b>  |
| <b>Overview:</b> The students will identify and explain the problems faced by Thomas Jefferson and James Madison during their terms as president; and summarize the affect their decisions had on the growth of the country and the office of President.  | <b>ELL Differentiation:</b><br><b>Language Arts</b><br><b>Speaking and Writing:</b><br>1.1.11.A,1.1.11.B,1.1.11.C,1.5.11.A,1.5.11.B,1.5.11.C,1.5.11.D,1.5.11.E,1.5.11.F,1.6.11.B<br><b>Listening and Reading:</b><br>1.1.11.A,1.1.11.D,1.2.11.A,1.2.11.C,1.2.11.D,1.2.11.E,1.6.11.A                       |
| <b>Unit Essential Questions:</b> <ul style="list-style-type: none"> <li>• What affect did Thomas Jefferson’s decisions have on the new government?</li> <li>• What were the causes and effects of the War of 1812?</li> <li>• What impact did the Louisiana Purchase have on the country?</li> <li>• What were the potential conflicts and resolutions with foreign countries during the Presidency of Thomas Jefferson and James Madison?</li> </ul> | <b>Enrichment:</b><br>Create an illustrated magazine highlighting the voyage of Lewis and Clark<br><br>Write a modern version of a Native American legend<br><br>Create an illustrated timeline of the War of 1812  |
| <b>PA &amp; National Content Standard(s):</b> <a href="http://www.pdesas.org/Standard/StandardsDownloads">http://www.pdesas.org/Standard/StandardsDownloads</a><br>8.1.7.A, 8.1.7.B, 8.1.C, 8.2.7.A, 8.2.7.B, 8.2.7.C, 8.2.7.D, 8.3.7.A, 8.3.7.B, 8.3.7.C, 8.3.7.D, 8.4.7.A, 8.4.7.B, 8.4.7.C, 8.4.7.D  | <b>Remediation:</b> <ul style="list-style-type: none"> <li>• Prentice Hall America: History of Our Nation- Reading and Vocabulary Study guide. (Includes chapter summaries to help review key concepts.)</li> <li>• Teacher provided differentiated worksheets to reinforce concept as needed.</li> </ul> |
| <b>Connecting to Common Core and Other Standards:</b><br><i>Common Core found at <a href="http://www.corestandards.org">www.corestandards.org</a>:</i> CC8.5.9-6-8.A, CC8.5.6-8.B., CC8.5.6-8.C, CC8.5.6-8.D., CC8.5.6-8.E., CC8.5.6-8.F., CC8.5.6-8.G., CC8.5.6-8.H., CC8.5.6-8.I., CC8.5.6-8.J., CC.8.6.6-8.A., CC8.6.6-8.B., CC.8.6.6-8.C., CC.8.6.6-8.D., CC.8.6.6-8.E, CC.8.6.6-8.F., CC.8.6.6-8.G., CC.8.6.6-8.H., CC.8.6.6-8.                  | <b>IEP/GIEP:</b> Refer to individual student’s educational plan under specially designed instruction.   |

## 7<sup>th</sup> Grade Social Studies Curriculum

| <b>Assessment Anchors &amp; Eligible Content</b>   | <b>Unit Concepts</b><br>What students need to know  | <b>Unit Competencies</b><br>What students need to be able to do (skills)   | <b>Content Vocabulary</b>   | <b>Materials, Resources, &amp; Instructional Activities</b>   | <b>Assessments</b>  |
|--|---|--|---|---|---|
| <b>8.1.7.A</b><br><b>8.1.7.B</b><br><b>8.2.7.A</b><br><b>8.2.7.B</b><br><b>8.2.7.C</b><br><b>8.2.7.D</b><br><b>8.3.7.A</b><br><b>8.3.7.B</b><br><b>8.3.7.C</b><br><b>8.3.7.D</b><br><b>8.4.7.A</b><br><b>8.4.7.B</b><br><b>8.4.7.C</b><br><b>8.4.7.D</b> | <ul style="list-style-type: none"> <li>• Outcome of the election of 1800</li> <li>• Jefferson's policies as President</li> <li>• Judicial Review</li> <li>• Impact of John Marshall on the courts</li> <li>• The significance of New Orleans</li> <li>• Westward expansion</li> <li>• The Louisiana Purchase</li> <li>• Lewis and Clark expedition</li> <li>• The Native American role in westward expansion</li> <li>• The impact of Zebulon Pike</li> <li>• The defeat of the Barbary pirates</li> <li>• The impact on the US of the war in Europe</li> </ul> | <ul style="list-style-type: none"> <li>• Describe the issues and outcome of the election of 1800</li> <li>• Evaluate Thomas Jefferson's policy of Laissez Faire as President of the US</li> <li>• Define judicial review and make inferences about its impact on the country</li> <li>• Explain the contribution of John Marshall to the development of the court system in the US</li> <li>• Summarize the path to westward expansion and the role of New Orleans</li> <li>• Describe the role of James Monroe and Robert Livingston in the Louisiana Purchase</li> <li>• Compare/contrast America before and after the Louisiana purchase</li> <li>• Identify and explain the purpose of the Lewis and Clark Expedition</li> <li>• Describe the affect of the</li> </ul> | <ul style="list-style-type: none"> <li>• Thomas Jefferson</li> <li>• Aaron Burr</li> <li>• Twelfth amendment</li> <li>• Washington D.C.</li> <li>• Aristocratic</li> <li>• Laissez faire</li> <li>• Revenue</li> <li>• John Marshall</li> <li>• Judicial review</li> <li>• Louisiana Territory</li> <li>• Louisiana Purchase</li> <li>• Napoleon Bonaparte</li> <li>• James Monroe</li> <li>• Robert Livingston</li> <li>• Expedition</li> <li>• Meriwether Lewis</li> <li>• William Clark</li> <li>• Sacagawea</li> <li>• Continental divide</li> <li>• Zebulon Pike</li> <li>• Barbary states</li> <li>• Tribute</li> <li>• Stephen Decatur</li> <li>• Embargo</li> <li>• Embargo Act</li> <li>• Smuggling</li> <li>• Tecumseh</li> <li>• William Henry Harrison</li> </ul> | <p><u>America: History of Our Nation: Beginnings to 1877</u><br/>Textbook</p> <p>Supplementary Materials</p> <p>Teacher developed notes</p> <p>DVD support</p> <p>Primary and secondary source readings</p> <p>Maps, charts, graphs</p> | <ul style="list-style-type: none"> <li>• Varied formative, summative, diagnostic, and/or benchmark assessments</li> <li>• Projects – individual/group</li> <li>• Formal and creative writings</li> <li>• Computer-generated research projects</li> <li>• Journal writing</li> <li>• Web based activities</li> <li>• Oral presentations</li> </ul> |

## 7<sup>th</sup> Grade Social Studies Curriculum

|  |  |   |  |  |  |
|--|--|---|--|--|--|
|  | <ul style="list-style-type: none"> <li>• Battle of Tippecanoe</li> <li>• Causes of the War of 1812</li> <li>• The Invasion of Canada</li> <li>• Final major battles of the War of 1812</li> <li>• Treaty of Ghent</li> </ul> | <p>Lewis and Clark expedition on the US</p> <ul style="list-style-type: none"> <li>• Evaluate the role of Native Americans in the Lewis and Clark expedition</li> <li>• Summarize the importance of the Zebulon Pike expedition</li> <li>• Identify the Barbary states and evaluate the impact they had on the US</li> <li>• Describe the significance of the agreement reached with the Barbary states</li> <li>• Research the war in Europe and describe its affect on the US</li> <li>• Summarize the rise of Native American resistance to US expansion</li> <li>• Research and evaluate the significance of the Battle of Tippecanoe</li> <li>• Summarize the causes of the War of 1812</li> <li>• Explain the outcome of the invasion of Canada</li> <li>• Describe the major battle of the War of 1812</li> <li>• Summarize the Treaty of Ghent</li> </ul> | <ul style="list-style-type: none"> <li>• Battle of Tippecanoe</li> <li>• War of 1812</li> <li>• Nationalism</li> <li>• War hawks</li> <li>• Blockade</li> <li>• Reinforcing</li> <li>• The Constitution (warship)</li> <li>• Oliver Hazard Perry</li> <li>• Andrew Jackson</li> <li>• Fort McHenry</li> <li>• Francis Scott Key</li> <li>• Treaty of Ghent</li> <li>• Battle of New Orleans</li> </ul> |  |  |
|--|--|---|--|--|--|



## 7<sup>th</sup> Grade Social Studies Curriculum

### Subject Area - 8: History

### Standard Area - 8.1: Historical Analysis and Skills Development

### Grade Level - 8.1.7: GRADE 7

#### **Standard**

##### **8.1.7.A:**

Demonstrate continuity and change over time using sequential order and **context of events**.

##### **8.1.7.B:**

Identify and use **primary and secondary sources** to analyze multiple points of view for historical events.

##### **8.1.7.C:**

Form a thesis statement on an assigned topic using appropriate **primary and secondary sources**. (Reference RWSL Standard 1.8.5 Research)

### Standard Area - 8.2: Pennsylvania History

### Grade Level - 8.2.7: GRADE 7

##### **8.2.7.A:**

Identify the **social, political**, cultural, and **economic** contributions of specific individuals and groups from Pennsylvania.

##### **8.2.7.B:**

Identify the role of local communities as related to significant historical documents, artifacts, and places critical to Pennsylvania history.

##### **8.2.7.C:**

## 7<sup>th</sup> Grade Social Studies Curriculum

Explain how continuity and change have impacted Pennsylvania history as related to local communities.

- Belief systems and religions
- Commerce and industry
- Technology
- Politics and government
- Physical and **human geography**
- **Social** organizations

### 8.2.7.D:

Identify local connections and examples of **conflict** and cooperation among groups and organizations and how this impacted the history and development of Pennsylvania.

- **Ethnicity** and race
- Working conditions
- Immigration
- Military **conflict**
- **Economic** stability

## Standard Area - 8.3: United States History

### Grade Level - 8.3.7: GRADE 7

#### 8.3.7.A:

Classify the **social**, **political**, cultural, and **economic** contributions of individuals and groups throughout United States history.

#### 8.3.7.B:

Examine the importance of significant historical **documents**, **artifacts**, and places critical to United States history.

#### 8.3.7.C:

Compare how continuity and change have impacted U.S. history.

## 7<sup>th</sup> Grade Social Studies Curriculum

- **Belief systems** and religions
- Commerce and industry
- Technology
- **Politics** and government
- Physical and **human geography**
- **Social** organizations

### 8.3.7.D:

Examine **conflict** and cooperation among groups and organizations in U.S. history.

- **Ethnicity** and race
- Working conditions
- Immigration
- Military **conflict**
- **Economic** stability

## Standard Area - 8.4: World History

### Grade Level - 8.4.7: GRADE 7

#### 8.4.7.A:

Summarize the **social**, **political**, cultural, and **economic** contributions of individuals and groups in world history.

#### 8.4.7.B:

Explain the importance of historical **documents**, **artifacts**, and sites which are critical to world history.

#### 8.4.7.C:

Differentiate how continuity and change have impacted world history.

- Belief systems and religions
- Commerce and industry
- Technology
- **Politics** and government

## 7<sup>th</sup> Grade Social Studies Curriculum

- Physical and **human geography**
- **Social** organizations

### **8.4.7.D:**

Explain how **conflict** and cooperation among groups and organizations have impacted the history of the world.

## 7<sup>th</sup> Grade Social Studies Curriculum

|   |  |
|---|--|
| <b>Unit Title/Skill Set:</b> Unit 9 - Jacksonian Era  | <b>Course Time Prior to Keystone/PSSA:</b> % of time   |
| <b>Overview:</b> The student will gain an understanding of the increase in power of the federal government as well as the rights of American citizens. The student will explore and develop an appreciation of the domestic and foreign challenges faced by the nation during Jackson's era.  | <b>Language Arts</b><br><b>Speaking and Writing:</b><br>1.1.11.A,1.1.11.B,1.1.11.C,1.5.11.A,1.5.11.B,1.5.11.C,1.5.11.D,1.5.11.E,1.5.11.F,1.6.11.B<br><b>Listening and Reading:</b><br>1.1.11.A,1.1.11.D,1.2.11.A,1.2.11.C,1.2.11.D,1.2.11.E,1.6.11.A   |
| <b>Unit Essential Questions:</b> <ul style="list-style-type: none"> <li>• How was the power of the federal government expanded during the Jacksonian era?</li> <li>• How did America's growing strength impact foreign affairs?</li> <li>• What rights were gained during the Jacksonian era?</li> <li>• What was the cause of fighting with Native Americans?</li> <li>• What changes occurred to the national bank and tariffs?</li> </ul>    | <b>Enrichment:</b><br>Research America's trade agreements with countries like China and write a persuasive essay explaining if the Tariff of 1816 could help America in this situation<br><br>Choose a significant court case from this time period and hypothesize how America might be today had the verdict been different<br><br>Create a multimedia presentation that details the expansion of basic rights during the presidency of Andrew Jackson<br><br>Create a piece of art inspired by the Trail of Tears |
| <b>PA &amp; National Content Standard(s):</b> <a href="http://www.pdesas.org/Standard/StandardsDownloads">http://www.pdesas.org/Standard/StandardsDownloads</a><br>8.1.7.A, 8.1.7.B, 8.1.C, 8.2.7.A, 8.2.7.B, 8.2.7.C, 8.2.7.D, 8.3.7.A, 8.3.7.B, 8.3.7.C, 8.3.7.D, 8.4.7.A, 8.4.7.B, 8.4.7.C, 8.4.7.D  | <b>Remediation:</b> <ul style="list-style-type: none"> <li>• Prentice Hall America: History of Our Nation- Reading and Vocabulary Study guide. (Includes chapter summaries to help review key concepts.)</li> <li>• Teacher provided differentiated worksheets to reinforce concept as needed.</li> </ul>  |
| <b>Connecting to Common Core and Other Standards:</b><br><i>Common Core found at <a href="http://www.corestandards.org">www.corestandards.org</a>:</i> CC.8.5.9-6-8.A, CC.8.5.6-8.B., CC.8.5.6-8.C, CC.8.5.6-8.D., CC.8.5.6-8.E., CC.8.5.6-8.F., CC.8.5.6-8.G., CC.8.5.6-8.H., CC.8.5.6-8.I., CC.8.5.6-8.J., CC.8.6.6-8.A., CC.8.6.6-8.B., CC.8.6.6-8.C., CC.8.6.6-8.D., CC.8.6.6-8.E, CC.8.6.6-8.F., CC.8.6.6-8.G., CC.8.6.6-8.H., CC.8.6.6-8. | <b>IEP/GIEP:</b> Refer to individual student's educational plan under specially designed instruction.  |

## 7<sup>th</sup> Grade Social Studies Curriculum

| <b>Assessment Anchors &amp; Eligible Content</b>   | <b>Unit Concepts</b><br>What students need to know   | <b>Unit Competencies</b><br>What students need to be able to do (skills)  | <b>Content Vocabulary</b>  | <b>Materials, Resources, &amp; Instructional Activities</b>   | <b>Assessments</b>  |
|--|--|---|--|---|---|
| <b>8.1.7.A</b><br><b>8.1.7.B</b><br><b>8.2.7.A</b><br><b>8.2.7.B</b><br><b>8.2.7.C</b><br><b>8.2.7.D</b><br><b>8.3.7.A</b><br><b>8.3.7.B</b><br><b>8.3.7.C</b><br><b>8.3.7.D</b><br><b>8.4.7.A</b><br><b>8.4.7.B</b><br><b>8.4.7.C</b><br><b>8.4.7.D</b> | <ul style="list-style-type: none"> <li>The era of good feelings</li> <li>The end of the Federalist party</li> <li>Building the economy</li> <li>The Second Bank</li> <li>The tariff of 1816</li> <li>Henry Clay's American System</li> <li>Significant Supreme Court cases</li> <li>Andrew Jackson's attacks on Florida</li> <li>Spanish Colonies path to Independence</li> <li>The Monroe Doctrine</li> <li>Election of 1824</li> <li>The presidency of John Quincy Adams</li> <li>The expansion of suffrage</li> <li>The Democrats and the Whigs</li> <li>Jackson's presidency</li> <li>The Spoils System</li> <li>Native American conflict</li> </ul> | <ul style="list-style-type: none"> <li>Describe the events that led to the end of the Federalist Party</li> <li>Research and explain the influence of Henry Clay, John C. Calhoun, and Daniel Webster on American prosperity</li> <li>Examine the cause and effect relationship that caused the creation of the Second Bank of the United States</li> <li>Describe how the Tariff of 1816 helped America compete with foreign manufacturing</li> <li>Research, evaluate and explain how McCulloch v. Maryland, Dartmouth College v. Woodward, and Gibbons v. Ogden impacted America's economic growth</li> <li>Examine the cause and effect relationship of war with Spain</li> <li>Describe the role of Miguel Hidalgo and Simon Bolivar in the independence of Spanish colonies</li> <li>Interpret and assess the effectiveness of the Monroe Doctrine</li> <li>Compare/contrast Andrew Jackson and John Quincy Adams during the</li> </ul> | <ul style="list-style-type: none"> <li>Henry Clay</li> <li>John C Calhoun</li> <li>Daniel Webster</li> <li>Charter</li> <li>Dumping</li> <li>Contract</li> <li>Capitalism</li> <li>McCulloch v. Maryland</li> <li>Dartmouth College v. Woodward</li> <li>Gibbons v. Ogden</li> <li>Interstate commerce</li> <li>Infrastructure</li> <li>Cede</li> <li>Miguel Hidalgo</li> <li>Simon Bolivar</li> <li>James Monroe</li> <li>John Quincy Adams</li> <li>Self-government</li> <li>Province</li> <li>Andrew Jackson</li> </ul> | <p><u>America: History of Our Nation: Beginnings to 1877</u><br/>Textbook</p> <p>Supplementary Materials</p> <p>Teacher developed notes</p> <p>DVD support</p> <p>Primary and secondary source readings</p> <p>Maps, charts, graphs</p> | <ul style="list-style-type: none"> <li>Varied formative, summative, diagnostic, and/or benchmark assessments</li> <li>Projects – individual/group</li> <li>Formal and creative writings</li> <li>Computer-generated research projects</li> <li>Journal writing</li> <li>Web based activities</li> <li>Oral presentations</li> </ul> |

## 7<sup>th</sup> Grade Social Studies Curriculum

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|--|--|--|--|--|--|
|  | <ul style="list-style-type: none"> <li>• Worcester v. Georgia</li> <li>• The Trail of Tears</li> <li>• Jackson versus the bank of the United States</li> <li>• The 10<sup>th</sup> amendment and states rights</li> <li>• The nullification crisis</li> <li>• The seeds of secession</li> <li>• The election of 1836</li> <li>• The panic of 1837</li> <li>• The election of 1840</li> </ul> | <p>election of 1824</p> <ul style="list-style-type: none"> <li>• Explain how the right to vote expanded during this time</li> <li>• Identify groups that did not benefit from the expansion of suffrage</li> <li>• Explain and critique the beliefs of the Democrats and Whigs</li> <li>• Research and evaluate the effectiveness of Andrew Jackson's presidency</li> <li>• Explain why Jackson became known as a supporter of ordinary people</li> <li>• Make connections between the Spoils System under Jackson to the political environment of modern society</li> <li>• Research and describe Native American culture</li> <li>• Describe the cause of conflict between Native Americans and the United States government</li> <li>• Summarize the Trail of Tears</li> <li>• Evaluate the steps the United States took to remove Native Americans</li> <li>• Describe Andrew Jackson's problem with the Bank of the United States</li> <li>• Compare/contrast state v. federal powers</li> <li>• Explain how the 10<sup>th</sup> amendment strengthens states' rights</li> <li>• Describe nullification and deduce</li> </ul> | <ul style="list-style-type: none"> <li>• Suffrage</li> <li>• Caucus</li> <li>• Nominating</li> <li>• Convention</li> <li>• Spoils system</li> <li>• Sequoyah</li> <li>• Nicholas Biddle</li> <li>• Nullification</li> <li>• Martin Van Buren</li> <li>• William Henry Harrison</li> <li>• Resolve</li> <li>• Dissolve</li> </ul> |  |  |
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## 7<sup>th</sup> Grade Social Studies Curriculum

|  |  |   |  |  |  |
|--|--|---|--|--|--|
|  |  | <p>how it led to South Carolina threatening to secede</p> <ul style="list-style-type: none"><li>• Research and summarize the presidency of Martin Van Buren</li><li>• Identify the causes of economic collapse in 1837</li><li>• Explain how the election of 1840 marked the end of the Jackson era</li></ul> |  |  |  |
|--|--|---|--|--|--|

### Subject Area - 8: History

### Standard Area - 8.1: Historical Analysis and Skills Development

### Grade Level - 8.1.7: GRADE 7

#### **Standard**

##### **8.1.7.A:**

Demonstrate continuity and change over time using sequential order and **context of events**.

##### **8.1.7.B:**

Identify and use **primary and secondary sources** to analyze multiple points of view for historical events.

##### **8.1.7.C:**

Form a thesis statement on an assigned topic using appropriate **primary and secondary sources**. (Reference RWSL Standard 1.8.5 Research)



## 7<sup>th</sup> Grade Social Studies Curriculum

### Standard Area - 8.2: Pennsylvania History

#### Grade Level - 8.2.7: GRADE 7

##### **8.2.7.A:**

Identify the **social**, **political**, cultural, and **economic** contributions of specific individuals and groups from Pennsylvania.

##### **8.2.7.B:**

Identify the role of local communities as related to significant historical documents, artifacts, and places critical to Pennsylvania history.

##### **8.2.7.C:**

Explain how continuity and change have impacted Pennsylvania history as related to local communities.

- Belief systems and religions
- Commerce and industry
- Technology
- Politics and government
- Physical and **human geography**
- **Social** organizations

##### **8.2.7.D:**

Identify local connections and examples of **conflict** and cooperation among groups and organizations and how this impacted the history and development of Pennsylvania.

- **Ethnicity** and race
- Working conditions
- Immigration
- Military **conflict**
- **Economic** stability

### Standard Area - 8.3: United States History

## 7<sup>th</sup> Grade Social Studies Curriculum

### Grade Level - 8.3.7: GRADE 7

#### **8.3.7.A:**

Classify the **social**, **political**, cultural, and **economic** contributions of individuals and groups throughout United States history.

#### **8.3.7.B:**

Examine the importance of significant historical **documents**, **artifacts**, and places critical to United States history.

#### **8.3.7.C:**

Compare how continuity and change have impacted U.S. history.

- **Belief systems** and religions
- Commerce and industry
- Technology
- **Politics** and government
- Physical and **human geography**
- **Social** organizations

#### **8.3.7.D:**

Examine **conflict** and cooperation among groups and organizations in U.S. history.

- **Ethnicity** and race
- Working conditions
- Immigration
- Military **conflict**
- **Economic** stability

### Standard Area - 8.4: World History

### Grade Level - 8.4.7: GRADE 7

#### **8.4.7.A:**

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Summarize the **social, political**, cultural, and **economic** contributions of individuals and groups in world history.

### **8.4.7.B:**

Explain the importance of historical **documents, artifacts**, and sites which are critical to world history.

### **8.4.7.C:**

Differentiate how continuity and change have impacted world history.

- Belief systems and religions
- Commerce and industry
- Technology
- **Politics** and government
- Physical and **human geography**
- **Social** organizations

### **8.4.7.D:**

Explain how **conflict** and cooperation among groups and organizations have impacted the history of the world.

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|   |   |
|---|---|
| <b>Unit Title/Skill Set:</b> 10. Economic and Social Division   | <b>Course Time Prior to Keystone/PSSA:</b> % of time  |
| <b>Overview:</b> The students will identify, evaluate, and analyze how socially and economically the nation was divided. Specifically, this unit will examine the impact of the reformers in education, abolitionist movement, and the women’s suffrage movement.   | <b>ELL Differentiation:</b> ELL Differentiation: Language Arts<br><b>Speaking and Writing:</b><br>1.1.11.A, 1.1.11.B, 1.1.11.C, 1.5.11.A, 1.5.11.B, 1.5.11.C, 1.5.11.D, 1.5.11.E, 1.5.11.F, 1.6.11.B<br><b>Listening and Reading:</b><br>1.1.11.A, 1.1.11.D, 1.2.11.A, 1.2.11.C, 1.2.11.D, 1.2.11.E, 1.6.11.A |
| <b>Unit Essential Questions:</b> <ul style="list-style-type: none"> <li>• How did reformers and writers inspire change? <ul style="list-style-type: none"> <li>○ How did reform in education and society change?</li> <li>○ How did abolitionists try to end slavery?</li> <li>○ How did the women’s suffrage movement begin?</li> </ul> </li> </ul>  | <b>Enrichment:</b> Students will research information about Harriet Tubman’s life. They will create a timeline of important events in Tubman’s life and explain how she was influenced by some of the key events.   |
| <b>PA &amp; National Content Standard(s):</b> <a href="http://www.pdesas.org/Standard/StandardsDownloads">http://www.pdesas.org/Standard/StandardsDownloads</a><br>8.1.7.A, 8.1.7.B, 8.1.C, 8.2.7.A, 8.2.7.B, 8.2.7.C, 8.2.7.D, 8.3.7.A, 8.3.7.B, 8.3.7.C, 8.3.7.D, 8.4.7.A, 8.4.7.B, 8.4.7.C, 8.4.7.D  | <b>Remediation:</b> <ul style="list-style-type: none"> <li>• Prentice Hall America: History of Our Nation- Reading and Vocabulary Study guide. (Includes chapter summaries to help review key concepts.)</li> <li>• Teacher provided differentiated worksheets to reinforce concept as needed.</li> </ul>     |
| <b>Connecting to Common Core and Other Standards:</b><br>Common Core found at <a href="http://www.corestandards.org">www.corestandards.org</a> : CC.8.5.9-6-8.A, CC.8.5.6-8.B., CC.8.5.6-8.C, CC.8.5.6-8.D., CC.8.5.6-8.E., CC.8.5.6-8.F., CC.8.5.6-8.G., CC.8.5.6-8.H., CC.8.5.6-8.I., CC.8.6.6-8.A., CC.8.6.6-8.B., CC.8.6.6-8.C., CC.8.6.6-8.D., CC.8.6.6-8.E, CC.8.6.6-8.F., CC.8.6.6-8.G., CC.8.6.6-8.H., CC.8.6.6-8.I | <b>IEP/GIEP:</b> Refer to individual student’s educational plan under specially designed instruction.   |

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| <b>Assessment Anchors &amp; Eligible Content</b>   | <b>Unit Concepts</b><br>What students need to know  | <b>Unit Competencies</b><br>What students need to be able to do (skills)  | <b>Content Vocabulary</b>  | <b>Materials, Resources, &amp; Instructional Activities</b>   | <b>Assessments</b>  |
|--|---|---|--|---|---|
| <b>8.1.7.A</b><br><b>8.1.7.B</b><br><b>8.2.7.A</b><br><b>8.2.7.B</b><br><b>8.2.7.C</b><br><b>8.2.7.D</b><br><b>8.3.7.A</b><br><b>8.3.7.B</b><br><b>8.3.7.C</b><br><b>8.3.7.D</b><br><b>8.4.7.A</b><br><b>8.4.7.B</b><br><b>8.4.7.C</b><br><b>8.4.7.D</b> | <ul style="list-style-type: none"> <li>Reform in 1800's               <ul style="list-style-type: none"> <li>Jacksonian Democracy</li> <li>The Second Great Awakening</li> <li>Utopian Communities</li> </ul> </li> <li>The Temperance movement</li> <li>Reform of prisons and mentally ill</li> <li>Educational reform</li> <li>Horace Mann's contributions</li> <li>African American's education</li> <li>Women's suffrage movement struggles</li> <li>Seneca Falls Convention               <ul style="list-style-type: none"> <li>Declaration of Sentiments</li> <li>Women's right to vote</li> </ul> </li> <li>Women's right movement               <ul style="list-style-type: none"> <li>Causes and effects</li> <li>Education for women</li> <li>New careers for women</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Explain what led many Americans to try to improve society in the 1800's.</li> <li>Identify the social problems that reformers tried to solve.</li> <li>Describe the improvements in public education in the 1800's.</li> <li>Describe efforts in the North to end slavery.</li> <li>Explain the abolitionist movement's efforts to end slavery.</li> <li>Discuss the contributions of William Lloyd Garrison and Frederick Douglass as abolitionists.</li> <li>Describe the purpose and risks of the Underground Railroad.</li> <li>Explain why many people in the North and South defended slavery.</li> <li>Explain how the women's suffrage movement began.</li> <li>Describe the goals of the Seneca Falls Convention.</li> <li>Identify the new opportunities that women</li> </ul> | <ul style="list-style-type: none"> <li>Social reform</li> <li>predestination</li> <li>Charles Finney</li> <li>Revival</li> <li>Temperance movement</li> <li>Prohibition</li> <li>18<sup>th</sup> Amendment</li> <li>Dorothea Dix</li> <li>Public school</li> <li>Horace Mann</li> <li>Abolitionist</li> <li>William Lloyd Garrison</li> <li>Frederick Douglass</li> <li>Harriet Tubman</li> <li>Sojourner Truth</li> <li>Lucretia Mott</li> <li>Elizabeth Cady Stanton</li> <li>Susan B. Anthony</li> <li>Women's suffrage</li> <li>Women's</li> </ul> | <u>America:</u><br><u>History of Our Nation:</u><br><u>Beginnings to 1877</u><br>Textbook<br><br>Supplementary Materials<br><br>Teacher developed notes<br><br>DVD support<br><br>Primary and secondary source readings<br><br>Maps, charts, graphs | <ul style="list-style-type: none"> <li>Varied formative, summative, diagnostic, and/or benchmark assessments</li> <li>Projects – individual/group</li> <li>Formal and creative writings</li> <li>Computer-generated research projects</li> <li>Journal writing</li> <li>Web based activities</li> <li>Oral presentations</li> </ul> |

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|  |  |                           |                   |  |  |
|--|--|---------------------------|-------------------|--|--|
|  |  | gained in the mid-1800's. | right<br>movement |  |  |
|--|--|---------------------------|-------------------|--|--|

### Subject Area - 8: History

### Standard Area - 8.1: Historical Analysis and Skills Development

### Grade Level - 8.1.7: GRADE 7

#### **Standard**

##### **8.1.7.A:**

Demonstrate continuity and change over time using sequential order and **context of events**.

##### **8.1.7.B:**

Identify and use **primary and secondary sources** to analyze multiple points of view for historical events.

##### **8.1.7.C:**

Form a thesis statement on an assigned topic using appropriate **primary and secondary sources**. (Reference RWSL Standard 1.8.5 Research)

### Standard Area - 8.2: Pennsylvania History

### Grade Level - 8.2.7: GRADE 7

##### **8.2.7.A:**

Identify the **social, political**, cultural, and **economic** contributions of specific individuals and groups from Pennsylvania.

##### **8.2.7.B:**

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Identify the role of local communities as related to significant historical documents, artifacts, and places critical to Pennsylvania history.

### **8.2.7.C:**

Explain how continuity and change have impacted Pennsylvania history as related to local communities.

- Belief systems and religions
- Commerce and industry
- Technology
- Politics and government
- Physical and **human geography**
- **Social** organizations

### **8.2.7.D:**

Identify local connections and examples of **conflict** and cooperation among groups and organizations and how this impacted the history and development of Pennsylvania.

- **Ethnicity** and race
- Working conditions
- Immigration
- Military **conflict**
- **Economic** stability

## Standard Area - 8.3: United States History

### Grade Level - 8.3.7: GRADE 7

#### **8.3.7.A:**

Classify the **social**, **political**, cultural, and **economic** contributions of individuals and groups throughout United States history.

#### **8.3.7.B:**

Examine the importance of significant historical **documents**, **artifacts**, and places critical to United States history.

#### **8.3.7.C:**

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Compare how continuity and change have impacted U.S. history.

- **Belief systems** and religions
- Commerce and industry
- Technology
- **Politics** and government
- Physical and **human geography**
- **Social** organizations

### 8.3.7.D:

Examine **conflict** and cooperation among groups and organizations in U.S. history.

- **Ethnicity** and race
- Working conditions
- Immigration
- Military **conflict**
- **Economic** stability

## Standard Area - 8.4: World History

### Grade Level - 8.4.7: GRADE 7

#### 8.4.7.A:

Summarize the **social, political**, cultural, and **economic** contributions of individuals and groups in world history.

#### 8.4.7.B:

Explain the importance of historical **documents, artifacts**, and sites which are critical to world history.

#### 8.4.7.C:

Differentiate how continuity and change have impacted world history.

- Belief systems and religions



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- Commerce and industry
- Technology
- **Politics** and government
- Physical and **human geography**
- **Social** organizations

### **8.4.7.D:**

Explain how **conflict** and cooperation among groups and organizations have impacted the history of the world.